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ABSTRACT

The monograph presents eight papers delivered at the 1985 symposium on exceptional Hispanic children and youth. R. Rueda and J. Mercer begin with "A Predictive Analysis of Decision-Making Practices with Limited English Proficient Handicapped Students" which examines the generalizability of a path model to the referral process in two urban districts. J. Cummins follows with a discussion of the importance of the societal context in "Psychological Assessment of Minority Students: Out of Context, Out of Focus, Out of Control?" Traditional assessment practices and attempts to alter them for minority and/or culturally different students are covered in "The Assessment of the Bilingual Exceptional Child: Trends and Models" by L. Maheady. E. Duran then describes "A Model Program Serving Severely Handicapped and Autistic Students of Limited and Non-English Competencies." Administrator education is the focus of a paper by E. Brizzi and A. Gromfin "The Bilingual Special Education Administration Intern Project: New Partnerships in Training." J. Rodriguez reviews another such program, at Bridgewater State College (Massachusetts), in "The College Response to Bilingual Special Education: Training Program for Faculty and Administrators." In two concluding papers, A. Barona analyzes "The Role of a National Task Force on Bilingual Special Education," and J. Yates presents "An Overview of Research in Bilingual Special Education." An Inventory of Materials Displayed at the NCBE/BUENO Materials Exchange, the symposium's agenda, and a list of symposium participants concludes the document. (CL)

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BUENO CENTER FOR MULTICULTURAL EDUCATION

THE THIRD ANNUAL SYMPOSIUM: EXCEPTIONAL HISPANIC CHILDREN AND YOUTH

Monograph Series
Volume 6, Number 1
1985

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THIRD ANNUAL SYMPOSIUM: EXCEPTIONAL HISPANIC CHILDREN AND YOUTH

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The Third Annual Symposium: Exceptional Hispanic Children and Youth was held at the Denver-Northglenn Holiday Inn in Denver, Colorado, June 20-21, 1985. Papers presented at this Symposium covered a wide array of topics including assessment research, informal assessment techniques, model programs, and training programs in bilingual special education.

This issue of the BUENO Center for Multicultural Education Monograph Series is a representative sample of those papers delivered at the Symposium. Many fine presentations were made, but not all could be included in this monograph.

Leonard Baca, Director
BUENO Center for Multicultural Education

Introduction

The Third Annual Symposium: Exceptional Hispanic Children & Youth was co-sponsored by the BUENO Center for Multicultural Education, the Council for Exceptional Children (CDE) and the Midwest National Origin Desegragation Assistance Center (NODAC). Participants included researchers, teacher educators and practitioners from 25 states. The topics and discussions demonstrated the growing sophistication of research and program practices impacting culturally and linguistically diverse exceptional (CLDE) students.

Although valid and accurate assessment in bilingual special education continued to command attention, a variety of program alternatives to meet the instructional needs of CLDE students were presented. This year's agenda provided the opportunity to explore factors related to the interaction between first and second language use. Social, political and cultural issues were discussed in greater depth, and participants played an active role in the development and exchange of ideas.

Symposium participants reaffirmed their commitment maintaining research and program support in the vital area of Bilingual Special Education. In particular, appreciation was expressed for the important contribution CEC has continued to make to the field. CEC's efforts have raised awareness, facilitated the exchange of information, and supported the development of programs for CLDE students.

The Symposium provided an opportunity for the formal and informal sharing of ideas, concerns and solutions. Much important work was accomplished between sessions. Our special thanks to the excellent Symposium presentors, the contributors to this edition of the Monograph Series.

Ofelia Miramontes
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A PREDICTIVE ANALYSIS OF DECISION-MAKING PRACTICES WITH LIMITED ENGLISH PROFICIENT HANDICAPPED STUDENTS

by Dr. Robert Rueda and Dr. Jane Mercer

The research reported here was conducted by the Handicapped Minority Research Institute at the Southwest Regional Laboratory. This project was funded through federal funds from the U.S. Department of Education under contract number 300-83-0273. The contents of this report do not necessarily reflect the views or policies of the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. Government. Additional support was provided through the Special Education Research Laboratory at the University of California at Santa Barbara.

Following the early work of Mercer (1973) on labeling practices with mentally retarded students, a significant literature has developed around the issues of categorization and labeling specifically focused on minority students. Much of this work has been focused on the issue of overrepresentation, especially in classes for mildly retarded learners. More recently, issues surrounding the education of linguistic minority students have begun to receive increasing attention (Baca & Cervantes, 1984; Cummins, 1984). Unfortunately, attempts to address the complex issues encountered where both linguistic and cultural differences are present are not presently informed by an empirical knowledge base. In many cases, for example, the

numbers and characteristics of linguistic minority students with learning problems served by school districts are difficult to obtain, since the special education and bilingual bureaucratic structures are institutionally separate.

One factor which has served to increase pressures on public schools to address the needs of linguistic minority students is based upon legal mandates such as those stemming from the out of court settlement of Diana vs. California State Board of Education (1969). However, an additional factor is found in an examination of demographic data from some areas of the country which suggest that there have been rapid and dramatic changes in the numbers and types of students being served in public school settings. As an example, figures from the Los Angeles Unified School District (LAUSD, 1983), one of the largest in the nation with over 500,000 students, shows the shifting enrollments of Anglo and Hispanic students over the last few years. These figures are presented in Table 1.

TABLE 1

Racial/Ethnic Proportions by Year for Los Angeles Unified School District, Grades K-12

Year	Ethnic Group	
	Hispanic	White, Non-Hispanic
1973	25.6	44.4
1974	27.8	41.9
1975	29.7	40.2
1976	32.1	37
1977	34.9	33.7
1978	38.5	29.7
1979	41.6	27.0
1980	45.2	23.8
1981	47.6	22.5
1982	49.1	21.7
1983	50.5	20.7

As the figures demonstrate, there has been almost a complete reversal of the proportions of students from these two groups in a short ten year period. As a result, there are many more linguistic minority students that require specialized services. Although this is certainly not true in all districts or in all areas of the country, it does appear to be characteristic of large urban school districts in certain parts of the Southwest. However, at the present time, there is little data available to

address questions regarding current practices with these students where learning problems are suspected.

As part of an attempt to investigate the nature of current practices with language minority students referred for special education services, a large scale study was undertaken in several school districts in the Southern California area (Rueda, Cardoza, Mercer, and Carpenter, 1985). All Hispanic students who were initial referrals any special education services during the 1983-1984 school year were included in the study. The final sample for this large study included 1319 students in eight districts. The work to be described here is a brief summary of the emerging patterns of results from the preliminary analyses of data from two districts in this larger investigation. The first part of the article is a description of referral patterns from one of the first districts examined in the study (Mercer, 1985). In an attempt to test the generalization of these initial findings, a similar set of analyses were conducted in an examination of a second district. These preliminary findings will be presented in the following sections.

METHOD

District and Subject Selection Procedures

Since the intent of this study was to examine large urban school districts with high percentages of language minority students, specific criteria were operationalized to guide selection of districts for possible inclusion in this study. First, all school districts with over 10,000 students total in the district were initially included as potential participants.

Additionally, a second criterion was that there be 200 or more Hispanics in the categories of EMR or LD (to insure that there be sufficient numbers of Hispanic special education students would be available for study). Finally, districts were required to fall within the upper 50% of surrounding districts in the county in terms of enrollment of Hispanic students in the general school population. Examination of relevant data bases suggests that the schools included in this study tended to have large language minority enrollments, large numbers of students from low SES backgrounds, and lower percentile rankings on the statewide assessment program (Rueda et al, 1985). From an initial pool of fourteen districts meeting these criteria, eight districts participated in the study.

Although there are certainly many language minority groups in the study area, Cegelka et al (1984) indicated that approximately 76% of the state's 400,000 limited English proficient (LEP) students are Spanish-speaking. Therefore, only Hispanic students were included as part of this study. The students comprising the final sample included all those Hispanic students newly referred for special education consideration in each of the participating school districts during the 1983-84 target school year. This was operationally defined to include all students referred after July 1, 1983 until the period of June, 1984. Further, this was defined to mean the period after the local review team had seen the child, if such an entity

Data Collection Instrument

The data source for this investigation was student school file records. A data collection instrument was developed which

permitted systematic recording of pertinent information in such areas as student characteristics, family background, referral, assessment, past academic achievement, IEP information, language assessment data, etc. Specially trained graduate research associates collected all available pertinent data from psychological and academic files. More detailed information on the development of the instrument, specific data collection procedures, as well as a copy of the actual data collection protocol, is contained in Rueda, Cardoza, Mercer, and Carpenter (1985). Once collected, all data were coded for later descriptive and predictive analyses.

RESULTS

General Characteristics of the Referral Process in District One

Background Characteristics In the first district examined, it was found that there were 141 cases with data on approximately 30 variables with sufficient data for analysis (see Mercer, 1985). Examination of the frequency distributions revealed several interesting characteristics of the referral and assessment process in this particular district. The referrals were 61% male. The average age at referral was 9.6 years, and only 11% of the referrals were over twelve years of age. As might have been predicted, the bulk of referral activity takes place in the early elementary grades.

Language Usage Approximately 75% of the students referred were born in the United States and two-thirds were rated as "fluent" English speakers by the schools which they attended. The five questions of the Home Language Scale were found to be

highly correlated and therefore these five items were combined into a single scale. Responses to each question on the scale were scored "1" for English and "2" for Spanish, and the summed scores were then combined. The possible range of scores was from 5 (all English responses) to 10 (all Spanish responses). The scores were distributed as follows: 5 = 21.3%; 6 = 5.0%; 7 = 8.5%; 8 = 16.3%; 9 = 3.5%; 10 = 45.4%. Clearly the modal score was 10, indicating a preponderance of Spanish language usage at home.

Grades Since grades were found to be highly intercorrelated, a scale was developed in which the grades were added together for five different subjects (reading, math, language, science, and behavior). An "A" was given a score of 5, a "B" was given a score of 4, and so on. Therefore, the total score on the scale for a given student could range from 5 through 25, with a higher score indicating higher grades. The range for students in this sample was 6 to 22, with a mean of 13.9.

Current Placements Current placements were as follows: 22.7% were in the regular classroom; 30.5% were in the resource room; 26.2% were receiving designated instructional services; 14.2% were in special day classes in regular school settings; and 2.8% were in special classes in special schools. None were reported to be in bilingual classes or in ESL programs. "language impaired"; 26.4% were called "learning disabled"; 8.5 were in other categories of disability, and 18.4% were not labeled as disabled.

IEP Team Participation Analysis of the data. There were 111 students for whom an IEP meeting was held. Parents were present at 98 of the meetings, regular classroom teachers were present at 24 meetings, special educators at 66 meetings, psychologists at 60 meetings, and speech specialists at 68 meetings. There were no meetings attended by a parent advocate, only one meeting attended by a bilingual specialist, and two meetings attended by the student being evaluated.

In order to more closely examine the patterns of participation, the presence of each specialist was "dummy coded" such that presence at the meeting was scored as 1 and abscence was scored as 0. The intercorrelations among the specialists present produced the interesting pattern shown in Table 2.

TABLE 2.

Intercorrelations among Persons Present at IEP Meetings

	special educator	psychologist	speech specialist
Classroom Teacher	.30	.35	-.18
Special Educator		.78	-.33
Psychologist			-.34

As the correlation table indicates, those meetings attended by the special educator are also very likely to be attended by the psychologist and, to a lesser extent, by the classroom teacher. Those meetings attended by the speech specialist are

significantly less likely to include a special educator, classroom teacher, or a psychologist. Clearly there are two types of IEP meeting. One type clusters around the psychologist and special educator and the other type centers around the speech specialist with the classroom teacher slightly more likely to attend the former.

Group Differences Examination of the diagnostic categories to which students were assigned indicated that the primary designations were language impaired, learning disabled, and nonlabeled. In the attempt to examine variables which differentiated between the groups, a series of analyses of variance were conducted. The results of these analyses indicated that males were more likely to be labelled "learning disabled" while females were more likely not to be labelled as having a disability. Those labeled as "language impaired" were more more likely to have a speech specialist at their meeting, while those labelled "learning disabled" were more likely to have a psychologist, special educator, and classroom teacher at their IEP meeting. The learning disabled students were found to be in more restrictive settings than the language impaired, who were in turn in more restrictive settings than those not labeled. This same pattern was evident regarding participation in the regular classroom. The learning disabled had the least participation, the language impaired intermediate participation, and the nonlabeled students the greatest participation. No differences were found on the following variables: birthplace, year entered district, who the student lived with, grade in school, number of abscences in 1983, number of retentions, hearing problems, vision

problems, language student spoke first, language student uses at home, language parent uses with student, primary language, total number of tests administered during assessment for special education, number of tests administered in Spanish, prescence of parents at IEP, prescence of student at IEP, prescence of bilingual specialist at IEP.

A Path Model of Diagnostic Category in District One

Since the two diagnostic categories of learning disabled and language impaired accounted for the bulk of the cases, causal modeling techniques were employed to examine the possible factors leading to one or the other diagnosis. A tentative path model was developed using placement category as the dependent variable (nonlabeled students were not included in this analysis).

Variables in the Model Causal modeling is based on multiple correlational analysis and the use of standardized beta coefficients to indicate the strength of the relationship of the variables in the model. The exogenous variables in the tentative model included sex, the score on the Home Language Scale, the student's birthplace, and age. It was assumed that these independent variables were not influenced by the other variables in the model.

Language level was the most recent rating given to the student by the school in English language proficiency (0 = Non-English speaking, 1 = Limited English speaking, 2 = Functional English, and 3 = Fluent or Proficient English speaking.

Grades were treated as an endogenous variable, ie, it was assumed that they are influenced by all earlier variables, but that the reverse was not true.

The nature of the assessment team was also treated as endogenous. A "psychometric scale" was created in which a given specialist was scored a "1" for being present at the IEP meeting or a "0" for being absent. When the psychologist, special educator, and classroom teacher (the "psychometric cluster") were all present, the score assigned was 3. When none were present, the score was 0. The higher the score on this scale, the more the team tended to be dominated by the "psychometric" type of IEP team.

The final variable in the model was whether the IQ test was administered. Since not all students referred are given the WISC-R, it was hypothesized that the prior variables in the model would influence whether the IQ test was given and this would in turn influence the final diagnostic outcome.

The proposed model was tested by calculating all possible direct and indirect path coefficients in the model. Only those paths which were significant at the .05 level are included in Figure 1.

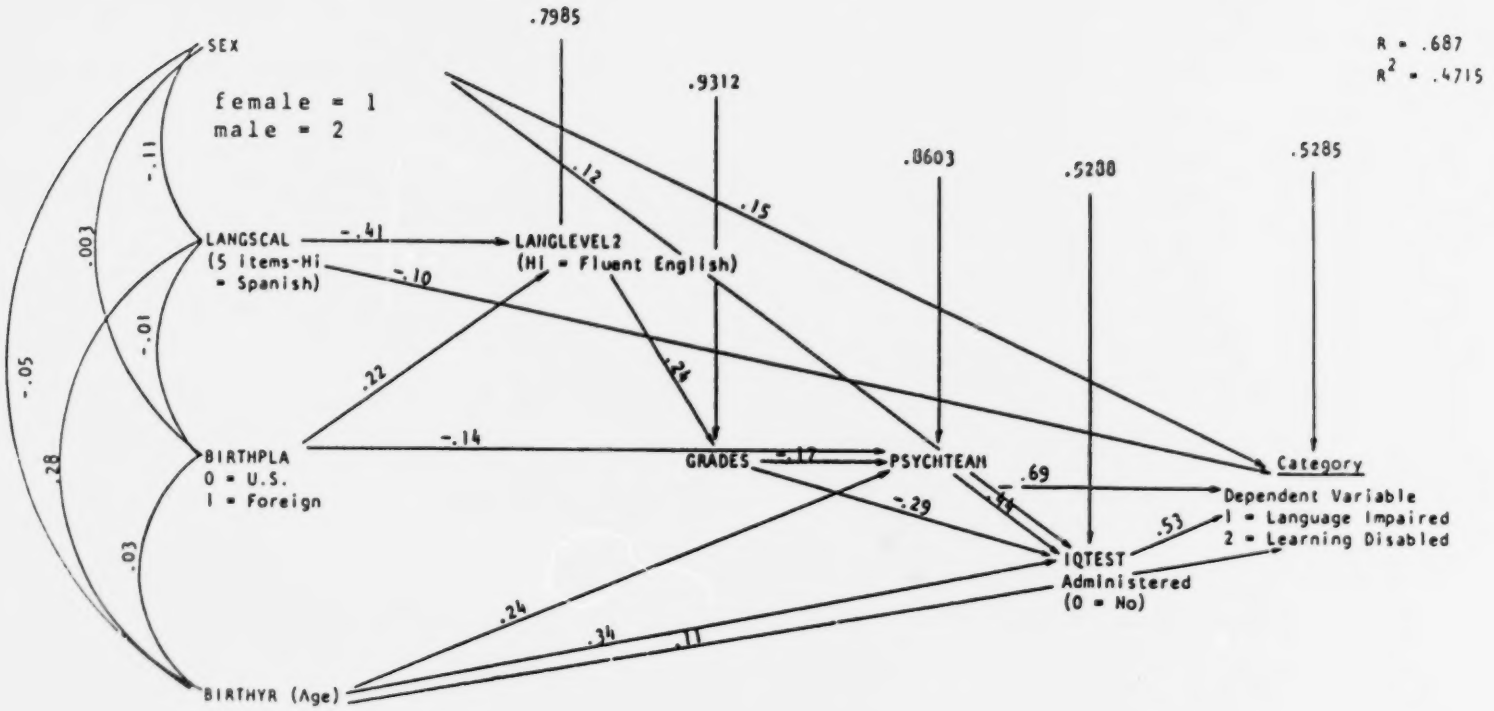

Figure 1

TENTATIVE PATH MODEL

DEPENDENT VARIABLE = Placement Category

Findings for the Path Model The predictor variables in the path model produced a multiple correlation of .687 and an R square of .4715. This indicates that the variables in the model account for approximately 47% of the variance in placement decisions.

There are five variables in the model which have a direct effect on placement category after the effect of all the other variables have been controlled. These include sex, language scale, psychometric team, IQ test administered, and age. Being male, coming from a family that speaks more English, being older, having an IQ test, and and being evaluated by a psychometrically oriented team are all associated with being defined as learning disabled.

In addition to the direct effects, there are other variables which influence the placement decision indirectly through mediating variables. Each variable will be briefly discussed moving from left to right in Figure 1.

Sex In addition to its direct effect, sex has an indirect effect on placement through its effect on IQ administration. Males are more likely to be administered an IQ test which, in turn, in correlated with being labeled learning disabled. Sex also has a small indirect effect through the Language Scale. Males are slightly more likely to come from homes where English is spoken more frequently.

Language Scale In addition to its direct effect, language scale also has an indirect effect on placement category through its relationship with the student's language level.

Those in mainly Spanish speaking homes have a lower language level in English which produces lower grades and this in turn increases the probability that they will have a psychometrically oriented team and will be administered an IQ test.

Birthplace Birthplace has no direct effect on placement but does indirectly influence placement through its relationship with language level and with the probability of getting a psychometric team. Interestingly enough, students who are foriegn born tend to have a higher language level, i.e., to be more fluent in English than U.S. born Hispanics when sex, home language, and age are controlled. This produces higher grades and a decreased likelihood of being evaluated by a psychometrically dominated assessment team. The foriegn born student is less likely to be psychometrically evaluated and, consequently, more likely to be called "language impaired" when all other variables are held constant.

Age In addition to its direct effect on placement, age influences placement indirectly through three paths. Age is associated with the Home Language Scale such that older students are more likely to come from families that speak more Spanish. This in turn depresses their language level and grades and makes it more likely they will get a psychometric team, which increases the probability of being labeled as "learning disabled". Additionally, having a psychometric team increases the probability of receiving an IQ test which increases the probability of being labeled learning disabled. Age also directly influences the probability of getting a psychometrically oriented assessment team--older students have a higher

probability. Age also directly affects the probability of being administered an IQ test--older students are more likely to be administered the test.

Language Level The student's language proficiency in English does not have a direct effect on placement. Rather, indirectly affects placement through its relationship with the student's grades that, in turn, influence the probability of getting a psychometric team and an IQ test. Students who are more proficient in English receive better grades in school and are less likely to receive a psychometric evaluation and, consequently, are less likely to be administered an IQ test. The latter decreases the probability of their being defined as "learning disabled" while the former increases the probability. The psychometric team has slightly more weight than the IQ test administration.

Grades Grades affect placement only indirectly through their influence on whether the student will receive a psychometric team for the evaluation and whether an IQ test will be administered. Students with higher grades are less likely to have a psychometric cluster at the IEP meeting and are, consequently, less likely to receive an IQ test.

Summary of Findings in District One The preliminary analysis of available data from this first district examined suggest some interesting patterns which merit attention. For example, based on Mercer's early 1973 study, and on more recent data from both from California (Twomey, Gallegos, Anderson, Williamson, and Williamson, 1980) and throughout the United

States (Heller, Holtzman, & Messick, 1982), it was expected that mild mental retardation would be a more frequent diagnostic category. However, the data from this district indicate that by far the most frequent categories were learning disabled and language impaired, whereas the EMR designation was very infrequent. The frequency of the language impaired designation was surprising in light of the fact that it has not received attention in the literature on linguistic minority students with suspected learning problems. Although this category is certainly not new in the field of special education, the apparent increase in its use appears to be a recent development.

Related to the increased use of the language impaired designation is the apparent increase in the visibility of the speech specialist in decision making involving Hispanic students referred for special education. In this district, for example, special educators attended 66 IEP meetings, while speech specialists attended 68 of the 111 meetings examined. In fact, the speech specialist formed one of the IEP team "clusters", while the psychologist, special educator, and classroom teacher formed the other. The rather large beta coefficient from "psychteam" to "category" suggests that the type of team assembled has a direct and significant effect on the eventual diagnostic outcome.

One of the most interesting findings of the analysis of this district regards the nature of the data used. Since the primary data source consisted of student files, analyses such as the path model which was developed, were limited to available variables with sufficient data. That is, the variables available for

analysis depended entirely upon the types of information maintained in district records and the consistency with which the information was recorded by district specialists. As might be imagined, there was a great deal of missing data in individual student files, for example scores on standardized tests, etc. Therefore, some of the variables included in the model were not as exact as might as have been hoped for. As an example, in place of individual assessment data, the rather gross measure substituted was whether the IQ test was administered or not. In spite of this obvious limitation in the data source, the amount of variance accounted for by the path model was relatively high.

Although the preliminary data from the district examined raised intriguing questions, a primary concern was the extent of the generalizability of the patterns uncovered. In order to address this concern, data from a second district in the study was analyzed in a similar fashion. The results of this second analysis are presented in the following paragraphs.

The Referral Process in District Two

Diagnostic Categories The total number of Hispanic students in District Two referred for special education was 215. Table 3 presents the diagnostic categories to which these students were eventually assigned.

TABLE 3.

Diagnostic Categories of Referred Students

Category	Percentage of Students
Aphasia	0.3
EMR	4.82
Hard of hearing	0.66
Language Impaired	24.20
Learning Disabled	54.96
Multiply handicapped	0.65
Other handicap	2.90
Orthopedically hand.	0.32
Partially sighted	0.32
Emotionally dist.	0.65
TMR	0.65
Other except.	2.58

As the table demonstrates, the two categories of language impaired and learning disabled accounted for approximately three fourths of all diagnostic assignments. However, the relative frequencies of these two categories were in reverse order from what was found in District One. In spite of this, the numbers of language impaired students are much larger than the numbers of students labeled as mildly retarded.

Current Placements The current instructional placements for the students were as follows: 82.5% were in the regular

classroom; 49.6% were in the resource room; 5% were receiving designated instructional services; 24% were receiving language and speech services; 12.8% were in self-contained classes at the regular school; .63% were in self-contained classes at special education schools; 17.5% were in bilingual programs; and 17.5% were in ESL classes. In contrast to District One, greater numbers of students were in the regular classroom. In addition, while no students in District One were in bilingual or ESL programs, about 35% of the students in District Two were in one or the other program.

Since the two categories of learning disabled and language impaired accounted for approximately three fourths of the sample, the remainder of the analyses were based upon comparisons between these two groups.

Grades The distribution of classroom grades for the learning disabled and language impaired students are provided in Table 4. As with District One, student grades are low, with the modal percentages falling in the "C" and "D" range.

TABLE 4.

Percentage Distribution of Classroom Grades for Language Impaired and Learning Disabled Students

Grades	Reading	Math	Language	Science	Work habits
A	1.91	3.51	3.29	2.53	11.16
B	4.30	11.33	16.43	11.40	2.17
C	41.63	36.33	57.28	62.87	63.10
D	43.54	41.02	21.60	18.57	12.02
F	8.61	7.81	1.41	4.64	11.59

Referral Reason Reasons for referral were examined for the learning disabled and language impaired students. The distribution of each group by reason is presented in Table 5.

TABLE 5.

Referral Reason for Language Impaired and Learning Disabled Students

Referral Reason	Category	
	Language Impaired	Learning Disabled
low academic achievement	23	47.9
reading difficulties	15.7	69.4
math difficulties	15.7	37.8
spelling difficulties	10	31.1
poor comprehension skills	16	19.2
poor oral skills	82	22.5
behavior problems	8	9.1
does not complete tasks	6	22.1
poor memory and retention	12	27.9
does not follow directions	4	6.6

Examination of Table 5 demonstrates interesting differences between the two groups. For example, by far the most frequent reason for referral for language impaired students is related to poor oral skills. On the other hand, learning disabled students are referred most frequently for low academic achievement, specifically in the areas of reading, math, and spelling.

IEP Team Participation In order to examine whether the pattern of participation found in District One was also characteristic of District Two, an intercorrelation matrix

relating the prescence or abscence of each specialist at the IEP to the presence or abscence of each of the other specialists was prepared. The correlations are presented in Table 6.

TABLE 6.

Intercorrelations between Team Specialists at the IEP Meeting

	speech specialist	regular teacher	special ed. teacher
psychologist	.005	.22	.12
speech specialist		-.03	.0008
regular teacher			-.10
special education teacher			--

As the correlations indicate, the pattern of IEP team member attendance in District Two was not as clear as the pattern found in District One. However, the participation of the speech specialist appears to be uncorrelated to the participation of the other members, and the strongest relationship is between the psychologist and the regular classroom teacher.

A Path Model of Diagnostic Category in District Two

In order to test the generalizability of the path model which was developed in District One, a path model using diagnostic category as the dependent variable was examined in District Two. As in District One, the two most frequent

categories were language impaired and learning disabled. For the purposes of this analysis, the exogenous and endogenous variables were defined as previously described in the path model for District One.

Findings for the Path Model The predictor variables in the path model produced a multiple correlation of .62 and an R square of .40. The variables in the model, therefore, accounted for approximately 40% of the variance in placement decisions for the two diagnostic categories examined. The path coefficients that were calculated are presented in Figure 2.

There were four variables which had a direct effect on placement category after the effect of all the other variables were controlled. These include sex, language scale, age, and IQ test administration. Being male, coming from a family that speaks more English, being younger, and having an IQ test administered are all associated with being classified as learning disabled.

In addition to the direct effects, there were other variables in the model whose influence on placement decisions is mediated through other variables. Each will be briefly discussed moving from left to right in Figure 2.

Sex In addition to its direct effect, sex had an indirect effect on classification through its effect on IEP team composition and IQ test administration. Males were more likely to have a psychometrically oriented IEP team, which in turn was associated with an IQ test being administered, and finally a classification as learning disabled.

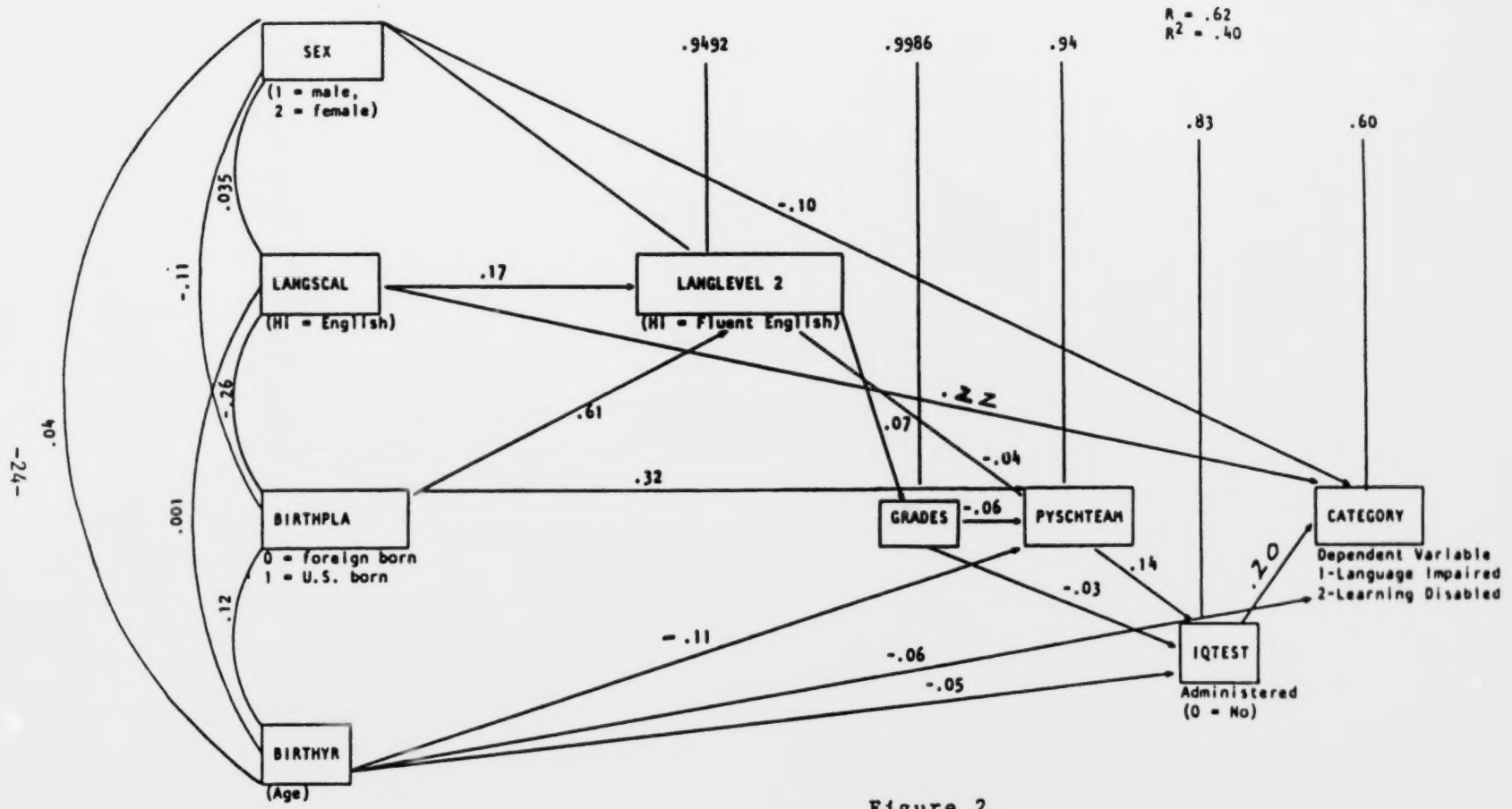

Figure 2
Tentative Path Model
Dependent Variable = Placement Category

Language Scale Language Scale had no direct effect on classification, but did have an indirect effect through its relationship with Language Level. Those coming from homes where mainly English is spoken have a higher level of proficiency in English which produces higher grades and is also associated with a lowered probability of having a psychometrically oriented IEP team. In turn, both higher grades and a nonpsychometric team are related to a diagnosis of language impaired.

Birthplace Birthplace did not have a direct effect on diagnostic category, but was indirectly associated through the IEP team. Being U.S. born was related to having a psychometrically oriented team, which was associated with having an IQ test administered and a diagnosis of learning disability.

Age In addition to its direct effect, age was indirectly related to diagnosis through its relationship with the IEP team and IQ test administration. Being older was associated with having a nonpsychometric team and with not having an IQ test administered. In turn, both of these were related to a diagnosis of language impairment.

Language Level Language level exerted an indirect influence on diagnostic category through its association with grades. More proficiency in English was related to higher grades. In turn, this was associated with a nonpsychometrically oriented team and not having an IQ test administered. These were both associated with a diagnosis of language impairment.

Grades Grades were indirectly to diagnostic category through both the IEP team and IQ test administration. Low grades were related to having a psychometrically oriented team and and

with having the IQ test administered, which were both related to a diagnosis of learning disability.

IEP Team The psychometrically oriented IEP team was only indirectly related to diagnostic category through its relationship with the IQ test administration. When the team was psychometrically oriented, there was a greater chance of having an IQ test administered, which was in turn related to a diagnosis of learning disabled.

Summary of Findings in District Two In general, the findings of District One were replicated in District Two. For example, the numbers of language impaired students were not as high as in District One, but nevertheless were large, representing about a quarter of all classifications assigned. Also, as in District One, the numbers of EMR students are rather small.

Although the IEP team clusters were not as clearcut as in District One, the speech specialist appears to play an important role in those cases involving a diagnosis of language impairment. In contrast, the psychologist and regular classroom teacher, and to a lesser extent, the psychologist and special educator, play a more extensive role where a diagnosis of learning disabilities is involved.

As was pointed out earlier, the variables used in the analysis did not include extensive individual assessment information. In spite of this limitation, however, the overall amount of variance accounted for by the model in District Two was nearly as high as that found in District One.

DISCUSSION

As was pointed out earlier, it appears that some large urban school districts are encountering rapidly increasing numbers of minority and language minority students. At the same time, there are a myriad of legal, political, and other pressures confronting school districts who are required to provide appropriate services to these students while avoiding stigmatizing labeled and biased educational practices. In the recent past, a great deal of attention was focused on the specific category of mild mental retardation, likely due to prevalent educational diagnostic practices. However, if the pattern of increased usage of learning disability and language impaired diagnoses are in fact found to extend beyond the districts studied here, this may represent one intentional or unintentional response to the educational challenges presented. As an example, Mehan, Hertweck, & Miehls (1983) have discussed the "socially negotiated" character of the IEP meeting and the resulting decisions. More importantly, they have pointed out the significance of "everyday constraints" as one of the prime factors driving the decision-making process.

One possibility related to the increased usage of the language impaired diagnosis merits further investigation. As will be recalled, all of the students in the study were Hispanic, and large numbers of these students were limited in their English skills. In addition, the main reason for referral for those students who eventually were assigned a diagnosis of language impairment was "poor oral skills". It is possible that the

first "link" in the referral chain, i.e., teachers may be confounding certain normal developmental features of second language acquisition (in this case English) for pathological linguistic and/or congnitive deficits. As an example, Krashen (1982) has written about an "orienting" period in the second language acquisition process characterized by silence and reliance on receptive skills. In the event that the referring teacher was unfamiliar with this ormal developmental sequence, such behavior might be mistaken for linguistic problems. Additionally, surface features of language such as accent may be confounded with the inability to use language to successfully accomplish academic tasks.

Although the results of the present investigation are necessarily tentative, the overall patterns deserve further investigation, specifically, the use of the diagnosis of language impairment and the specific factors which trigger a referral for such a classification. Ultimately, however, the aim should not be to engage in a series of studies related to classificatory terminology and administrative procedures, since labels are inadequate indicators of optimal educational treatment. Rather, the course of events once assessment has been completed provide a more educationally promising agenda for research.

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PSYCHOLOGICAL ASSESSMENT OF MINORITY STUDENTS: OUT OF CONTEXT, OUT OF FOCUS, OUT OF CONTROL?

By Jim Cummins

For more than 50 years educators have pointed to the abuses of psychological tests when applied to students from cultural or linguistic minority groups (e.g., Mercer, 1973; Sanchez, 1934). These concerns finally found legal expression in 1975 with the passage of Public Law (PL) 94-142 which entailed what appeared to be strong provisions against discriminatory assessment.

Recent studies, however, suggest that implementation of the provisions of PL 94-142 leaves much to be desired (Mehan, Hertweck & Meihls, in press; Ortiz & Yates, 1983). Ortiz and Yates, for example, reported that Hispanic students in Texas were overrepresented by a factor of 300% in the "learning disabilities" category. The ethnographic study conducted by Mehan, et al. found no empirical basis for teachers' referrals of students for psychological assessment. Yet, the referral exercised a major influence on the actual psychological assessment in that psychologists continued to test until they "found" the disability that could be invoked to "explain" the student's apparent academic difficulties.

A similar conclusion emerged from the analysis of more than 400 psychological assessments of minority students conducted by Cummins (1984). Although no diagnostic conclusions were logically possible in the majority of assessments, psychologists were most reluctant to risk their professional credibility by admitting this fact to teachers and parents.

The argument in the present paper is that discriminatory assessment of minority students is virtually inevitable when the process focuses exclusively

on the student and ignores the societal context within which minority students develop and schools attempt to educate. Legislation such as PL 94-142 is largely ineffective in altering discriminatory assessment procedures because it leaves essentially unchanged the role relationships between teachers, psychologists and students, on the one hand, and between schools and the minority communities they serve, on the other. Within this system of role relationships, the psychological assessment has operated to screen from critical scrutiny both the societal roots of minority students' academic difficulties and the educational treatment experienced by the child. This screening is achieved through the adoption of a medical model of assessment that necessitates that the "problem" be located within the child.

The Context of Minority Student Assessment

Typically, assessment procedures take little account of the context within which minority students have developed. The standardization procedures for tests such as the verbal scale of the WISC-R make it inevitable that items that might be uniquely fair to any particular minority group will be screened out in the item analysis phase since these items are unlikely to be "fair" to the majority group which, by definition, will constitute the bulk of any representative sample. Ribeiro (1980), for example, gives many examples of how WISC-R items discriminate against Azorean children. On item No. 12 of the Comprehension subtest ("Why is it usually better to give money to a well-known charity than to a street beggar?), Ribeiro suggests that for a child raised within an Azorean cultural milieu, the "intelligent" response is that it is better to give money to a street beggar, since within the Azorean context giving to a beggar amounts to giving to God, whereas well-organized charities are almost non-existent.

Thus, typical psychological assessment procedures not only fail to sample the culturally-specific skills and knowledge that the minority child has learned, they frequently penalize children for demonstrating this knowledge.

In addition, current psychological assessment practices ignore the historical context within which the "myth of bilingual handicaps" was created. Many educators still attribute minority students' academic difficulties to their bilingualism or use of a minority language at home. Parents are frequently advised to switch to English in the home on the grounds that they jeopardize their children's academic prospects by exposing them to a language other than the school language. Although many studies carried out during the past decade totally discredit these assumptions (see Cummins, 1984, for a detailed review), they persist because they provide a convenient "explanation" for the low verbal scores often observed in assessments of minority students.

The myth that bilingualism causes academic difficulties gained credibility largely as a result of the administration of IQ tests to low socioeconomic status (SES) minority children in their weaker language (English). Comparisons were frequently made with monolingual students from middle-class backgrounds. The minority students frequently were experiencing active eradication of their language and cultural identity at school (often through physical punishment). Psychological assessment of minority students as intellectually inferior legitimized the educational treatment by attributing students' failure to characteristics of the students themselves.

Despite the outward appearance of change, this structure still persists. Psychological assessment is still oriented towards discovery of the <u>student's</u> problem. The societal context and the classroom context are taken for granted, thereby limiting possible explanations of academic difficulties to intrinsic characteristics of the student or his/her cultural background. Lack

of exposure to the school language is still a favored explanation for minority students' school failure. The consequent advice to parents ("Speak English") appears logical despite the likelihood that this advice will expose children to poor models of English and reduce the emotional and conceptual quality of parent-child communication. Research pointing to power relations between dominant and subordinate groups as a major contributor to minority students' academic difficulties (Cummins, 1984; Ogbu, 1978) is ignored as is research suggesting that bilingualism enhances academic functioning when minority students' home language is encouraged to develop (Cummins, 1984).

In short, the current role relations between psychologists and minority students mirror those that helped create the myth of bilingual handicaps more than 50 years ago. Attempts to render the assessment tools used by psychologists less discriminatory will be effective only to the extent that the new tools require a change in the role relationships between assessor and assessed. [1]

The Focus of Minority Assessment

Location of the "problem" within the child is virtually inevitable when the conceptual base for the psychological assessment process is purely psycho-educational. If the psychologist's task is to discover the causes of a minority student's academic difficulties and the only tools at her disposal are psychological tests (in either L1 or L2), then it is hardly surprising that the child's difficulties will be attributed to psychological dysfunctions.

Currently, the favored diagnostic category for minority students appears to be that of "learning disability" (e.g., Ortiz & Yates, 1983; Tucker, 1980). The assumption underlying the designation of diagnostic categories (such as

"learning disability") is that they can be coherently defined, reliably identified and measured, and that specific implications for remediation exist. None of these conditions are met in the case of "learning disabilities". Definitions of the construct are regarded as highly problematic by many investigators and practitioners (e.g., McIntyre, Keeton & Agard, 1980), no valid measures of the construct exist (e.g., Coles, 1978), incidence estimates in the school population vary between 2% and 20% (Wallace & McLoughlin, 1975), and, it has been argued, remedial pedagogy frequently violates central principles of language learning. As pointed out by Farnham-Diggory (1978), within the scope of the field called "learning disabilities" there are:

> "notions of brain damage, hyperactivity, mild forms of retardation, social-emotional adjustment, language difficulties, subtle forms of deafness, perceptual problems, motor clumsiness, and, above all, reading disorders - almost the entire field of special education" (p. 2).

It is hardly surprising that the learning disability category has become a dumping ground for minority students who are failing academically. The label is regarded as an explanation. No further inquiry is necessary or desirable. The focus is on the child and the problem has been identified.

Psychologists who operate within this pattern of role definition ignore the possibility that the "learning disabilities" they have identified are pedagogically-induced. They also ignore the social pathology reflected in some patterns of dominant-subordinate group relations that gives rise to academic and identity problems for minority students. There is considerable evidence that when educators redefine the pattern of role relationships established between teachers and minority students within the classroom and between schools and minority communities, the incidence of learning difficulties is greatly reduced (Campos & Keating, 1983; Tizard, Schofield &

Hewison, 1982). Psychologists who operate within the traditional narrow-focus model of assessment unwittingly legitimize the educational disabling of many minority students.

Redefining the Role of Psychological Assessment

The alternative role definition that is required to reverse the traditional "legitimizing" function of assessment can be termed an "advocacy" or "delegitimization" role (see Mullard, 1984 for discussion of delegitimization strategies in anti-racist education). The psychologist's or special educator's task must be to "delegitimize" the traditional function of psychological assessment in the educational disabling of minority students; in other words, they must be prepared to become the advocate for the child (Cazden, 1985) in critically scrutinizing the societal and educational context within which the child has developed. This involves locating the pathology within the societal power relations between dominant and subordinate groups, in the reflection of these power relations between school and communities, and in the mental and cultural disabling of minority students that has taken and still does take place in classrooms. These conditions are the cause of the 300% overrepresentation of Texas Hispanic students in the "learning disabled" category rather than any intrinsic processing deficit unique to Hispanic children.

Sensitivity to intrinsic processing deficits among minority children is also a legitimate function but only within the context of an "advocacy" role definition where social and educational pathologies are equally subject to critical scrutiny as contributors to minority students' academic difficulties.

Realistically, large-scale change from a "legitimization" to an "advocacy" role on the part of psychologists is unlikely. To the extent that

the legitimization process functions as an integral part of a social system it cannot change independently of that system. However, the analytic focus with respect to change presented in the present paper has been on individual role definitions. Thus, to the extent that individual psychologists question the assumptions underlying their role, they also challenge the social and educational structures that disable students.

An implication that follows from the present analysis is that those who train psychologists (and other educators) to use certain tools and fulfill particular roles within social systems have an ethical responsibility to simultaneously train them to question those role definitions and challenge a social system that disables minority students. Discriminatory assessment is carried out by individual people who have accepted a role definition and a socio-educational system that makes discriminatory assessment virtually inevitable.

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1. Feuersten's (1979) Learning Potential Assessment Device does achieve a positive change in role relationships and is arguably the least discriminatory of current assessment procedures.

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THE ASSESSMENT OF THE BILINGUAL EXCEPTIONAL CHILD: TRENDS AND MODELS

By Larry Maheady

Before beginning my presentation today, I would like to thank Dr. Leonard Baca and his staff at BUENO for providing me with the opportunity to address this fine group. I must admit that as a relative "newcomer" to the area of bilingual and multicultural education, there is still a great deal for me to learn about providing quality educational services for those children who come to us with significantly different cultural experiences. It is for that reason that I am looking forward to the remaining day and a half of this conference.

While my tenure in the multicultural arena is admittedly brief, it has not been void of significant events. Perhaps the most notable of these occurred during the time that I secured a grant through the Office for Civil Rights (with several colleagues). The intent of this grant was to identify exemplary educational practices that would hopefully ameliorate the problem of minority overrepresentation in special classes for the mentally retarded. In the three years since undertaking that project, I have seen my earlier conceptualization of the assessment process in education radically altered. In essence, I have learned to look back upon what I used to do as a school psychologist and ask <u>why</u>?. Today, I will offer a different direction for future assessment efforts and ask <u>why not</u>?.

My other significant multicultural experiences have grown out of my recent work with low-income, Black and Hispanic children enrolled in a bilingual elementary school in Dunkirk, New York. Essentially, what we have been trying to demonstrate is that if you <u>improve the quality of instructional services</u>

being provided to traditionally "hard-to-teach" children, then they too can partake of the same educational benefits previously-reserved for their higher achieving classmates. The good news is almost every student we worked with in these so-called "low achieving" classes have earned A or B grades in basic academic skill areas when our particular interventions were in effect. The better news is that all of the teachers are still using these procedures even though we're no longer around, and eight additional teachers have asked for similar training over the coming summer.

The purpose of my presentation today, however, is not to describe the mechanisms of my own intervention strategies. Nor is it to expand upon the virtues of developing instructional strategies that will persist across time. Instead, I will attempt to refocus our attention upon the existing "state of affairs" with regard to the assessment of bilingual and/or multicultural students.

To say that existing practices for assessing culturally different youngsters are not good is to simply state the obvious. To suggest, however, that these practices have not been significantly improved through a variety of procedural modifications of the development of "new" tests and/or testing procedures, may be perceived as somewhat controversial. But to further assert that dramatic improvements in assessment practices cannot be made within the context of existing "medical model" theorizing borders on radical.

To elaborate upon these contentions, I would like to ask you to step back for a moment and reexamine the reasons for which we engage in assessment in the first place. Salvia and Ysseldyke (1978) suggested that psychoeducational assessment is typically undertaken for five distinct purposes; i.e., screening, identification, instructional planning, pupil monitoring, and program evaluation. It is my contention that the primary purpose for

collecting assessment information should be to improve the quality of instruction being provided to students experiencing academic and/or behavioral difficulties. In other words, assessment should be directly linked to improved instruction. Unfortunately, this has not been the major function of assessment efforts to date. Instead, educational assessors have become preoccupied with questions regarding test bias, nondiscriminatory assessment, and differential diagnoses. The result has been that we have spent an exhorbitant amount of time trying to decide what to call children and to determine if this label was derived in a nonbiased fashion; while simultaneously we have focused too little attention upon improving the instructional services children receive regardless of what they are called.

I would like to begin my presentation by discussing what we already know about formal assessment practices as they exist today. I will refer to these practices as being representative of a "non-referenced" model (Ysseldyke & Thurlow, 1984). Next, I would like to describe traditional attempts to alter these practices for minority and/or culturally different children. These practices will be referred to within the context of a "modified norm-referenced model." Finally, I would like to offer a more functional perspective on assessment efforts, which I will refer to as a functional assessment model (Maheady, Algozzine, & Ysseldyke, 1984).

Norm-Referenced Model

Ysseldyke and Thurlow (1984) describe the norm-referenced model as a learner-focused approach to assessment. In this model, norm-referenced assessment measures are administered to a child typically referred by the classroom teacher because of academic and/or behavioral difficulties. The child's performance is then compared to that of a sample of students upon whom

the test was normed. Critical decisions regarding the child's eligibility for special education placement, appropriate diagnostic classification, and type of instructional program are then based upon these performance data. In practice, this process typically begins with a teacher-referral; is followed by the administering of a battery of tests (e.g., WISC-R, WRAT, Bender); and culminates in a team meeting in which the critical questions outlined above are resolved.

A national survey of special education directors revealed that approximately 5% of all elementary-age children enter this referral-to-placement process each year (Algozzine, Ysseldyke, & Chirstenoon, 1983). Of these, about 92% are then evaluated by a school psychologist, and approximately 73% of the evaluated children are placed in special education. No similar percentage data are currently available on what happens to minority youngsters when they enter into this process, although Bickel (1982) noted that these students appear to be referred at rates higher than their enrollments in school. In either case, it is readily apparent that norm-referenced assessment is the model most representative of existing practice in our schools today.

But where did these practices come from and how well have they fared in the educational arena? It seems safe to conclude that existing norm-referenced assessment practice is most closely aligned with a "medical model" conceptualization of disordered behavior. From this perspective, deviant behaviors are viewed as symptomatic of some underlying cause. For example, sneezing, coughing, and watery eyes are perceived by physicians as symptoms of one of a number of possible pathologies. Their job, therefore, is to find the "real" cause of these disordered behaviors so that an appropriate treatment can be prescribed. To aid in this differential diagnosis, doctors

typically administer a group of biologically-based tests. It is crucial that these tests be as accurate and reliable as possible, because measurement errors will undoubtedly adversely affect the accuracy of the subsequent diagnosis. Accurate diagnosis, in turn, is essential since differential treatment will be prescribed according to the identified pathology. To return to our earlier example, it is quite clear that the same symptoms; i.e., sneezing, coughing, and watery eyes, can result from as few as two possible causes, i.e., an allergy or a head cold. Based upon obtained assessment data, doctors must identify which causative agent is responsible and then prescribe either allergy medication or some form of treatment to combat head colds.

While psychologists and educators are not typically called upon to treat allergies and/or head colds, they nonetheless frequently find themselves in the role of diagnosticians who must determine why certain students are experiencing difficulty in school. In response to this charge, they have apparently incorporated the same basic conceptualization of disordered behaviour as their medical counterparts. For example, when a child is referred because of deficient academic performance, inattetive and distractible behavior, as well as a failure to attend to and complete classroom assignments, educational diagnosticians readily assume that these dysfunctional behaviors are merely symptomatic of some underlying cause. They then engage in what Sarason and Doris (1979) refer to as a "search for pathology." They routinely administer standardized batteries of tests in the hope of uncovering or isolating the "real" cause of the child's problem. Once this cause has been identified and accurately diagnosed, a presumably effective form of treatment is prescribed. In the present example, for instance, the child's dysfunctional academic and behavioral performance could be

readily attributed to a number of possible causes significant among which are low intellectual potential, emotional difficulties, or a specific learning disability.

Unfortunately, the medical model is not as operationally effective within the educational domain as it is in the human health care profession. The reasons for this are substantial. First, it appears that this model makes some faulty basic assumptions concerning human behavior. For example, current practice rests on the assumption that when students experience academic and behavior problems in school, it is because there is something wrong with <u>them</u> (Ysseldyke & Algozzine, 1984). Yet there is ample data to suggest that many students fail to learn simply because they have not been provided with sufficient <u>opportunities to learn</u> in their existing instructional environment (Fischer, Berliner, Filby, Marliave, Cohen, & Dishaw, 1980; Rosenshine & Berliner, 1978; Stallings, 1980). Similiarly, Engelmann, Granzin, and Severson (1979), and Vargas (1984) have noted that poor student performance can frequently be justifiably attributed to inherent difficulties in existing curricular materials and instructional techniques. Thus, the routine attribution of causation to children fails to acknowledge the role that potentially alterable environmental factors play in producing school failure. A second limitation to the medical model orientation in education concerns the technical adequacy of the norm-referenced assessment measures that are used to derive diagnoses. As clearly described by Ysseldyke and his colleagues at the University of Minnesota, many important educational decisions are made about children, e.g., identification/classification, through the use of norm-referenced assessment devices that frequently possess inadequate norming samples and/or distressingly low reliability and validity coefficients.

The third problem with existing practice has to do with the diagnostic categories themselves. Take, for example, the federal definition of a specific learning disability:

> A disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which disorder may manifest itself in an imperfect ability to listen, think, speak, read, write, spell or do math calculations. Such disorders include conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. This term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, or mental retardation, or emotional disturbance, or of economic disadvantage (from Public Law 91-230, Section 602-15, April 30, 1970).

Careful scrutiny of this definition reveals that a wide diversity of characteristics can be legitimately explained by this condition. As such, one might expect to find a rather heterogeneous sampling of students in this diagnostic category. One need not be an expert in learning disabilities to acknowledge the accuracy of this assertion. Unike the medical profession wherein diagnoses serve a limiting function and result in substantially more homogeneity among categorized individuals, educational diagnoses frequently fail to provide us with clearly recognizable populations. Finally, inherent in existing medical model logic is an assumption that one must first diagnose and label a child before an effective treatment can be implemented. Indeed, federal mandates, e.g., PL 94-142, clearly require that such a two- step process (i.e., diagnosis-treatment) be in operation in special education service delivery systems nationwide. Yet, there is no empirical basis to support such an assumption. Nor is there evidence to suggest that differential treatment exists based upon a given child's diagnostic classification.

On the contrary, most available information indicates that a body of effective instructional practices exist, and that these procedures work regardless of what the child is called (see Rosenshine & Berliner, 1978; Stevens & Rosenshine, 1981).

In summary, it has been suggested that existing assessment practice is well-grounded in a medical model conceptualization of disordered behavior. As such, it relies upon the routine administration of technically-suspect, norm-referenced measures in order to arrive at frequently imprecise diagnostic classifications, none of which appear to be linked to differentially-effective intervention strategies. With these thoughts in mind, we will now turn our attention to assessment practices used with referred minority and/or multicultural students.

Modified Norm-Referenced Model

Much has been written over the past 30 years regarding "fair" assessment practices for minority children. The bulk of this literature has stemmed from the recurrent finding that minority children are overrepresented in special education classrooms, particularly those for the educable mentally retarded (Maheady, Algozzine, & Ysseldyke, 1984). These findings have, in turn, resulted in accusations of racial, ethnic, and cultural bias leveled against both the assessment process and the assessors (Duffy, Salvia, Tucker, and Ysseldyke, 1981). Of particular concern to minority groups has been the process by which items are selected for inclusion in standardized tests, the standardization sample used in norming these measures, and the tests' validation processes (Greenwood, Preston, & Harris, 1982). In general, it has been argued that traditional standardized measures (particularly IQ tests)

rely heavily upon the values and experiences of the white, middle-class culture, and, therefore, discriminate against persons from differing cultural backgrounds. Such accusations have touched off heated and seemingly endless debates about the relative merits and limitations of norm-referenced testing with minority youngsters. These debates have focused primarily upon ways of defining and identifying test bias, as well as means for reducing the probability of its occurrence. After nearly 30 years of debate, it seems safe to conclude that: (a) there is no general consensus among major measurement experts with regard to the "correct" definition of test bias, and (b) if test bias does in fact exist, then professionals have been unable to agree on the extent to which it is evident in the two most frequently used measures of intelligence, i.e., Stanford-Binet and Wechsler scales (see Flaugher, 1978; Reschley, 1980; and Reynolds, 1983, for a more complete discussion of this topic).

In spite of an inability to define and locate potential sources of test bias, a considerable amount of time and effort has been devoted to the development of procedures to minimize its occurrence. With regard to assessment practices, this has typically resulted in attempts to modify or alter existing norm-referenced procedures. These adaptations to existing practice will be referred to as the modified norm-referenced model.

In essence, the modified norm-referenced model accepts many of the same basic assumptions of its predecessor. However, it attempts to make this process more fair for minority youngsters by changing either: (a) the content that is being assessed; (b) the procedures used for collecting assessment information; or, (c) the techniques for interpreting the performance of minority youngsters. In practice, this has often resulted in the development of "new" tests (e.g., Kauffman Assessment Battery for Children, culture-fair,

culture-free, and culture-specific measures) and/or the modification of standardized testing procedures (e.g., translating test items into a child's native language, using minority examiners), or "coaching" minority youngsters on how to respond to standardized questions (Bailey & Harbin, 1980; Travers, 1982). With the exception of incorporating measures of adaptive behavior into the assessment process, the aforementioned procedures have had little impact upon minority overrepresentation in special education classes (Oakland, 1979; Stevens, 1980; Talley, 1979).

At this point, one may seriously question the direction that our efforts have taken in trying to improve assessment practices for culturally-different children. To date, it appears that we have been willing to accept the existing norm-referenced model as legitimate, although somewhat unfair or biased toward culturally different youngsters. Attempts have then been made to modify existing practice in some way so that this norm-referenced model can better accomodate those who come from culturally-diverse backgrounds. My question, however, is: "Should we be trying to 'fit' our children into the existing assessment model?" or "Are there enough significant limitations inherent in this model that even if our children are better accommodated, they still may not become better educated?" I would argue strongly that the latter is the case. The time has come for us to reexamine the basic assumptions that drive the norm-referenced assessment model. In so doing, it will become apparent that a model that routinely readily blames academic failure on children, and then assigns labels to justify this attribution, rarely moves closer to identifying procedures for improving instruction. In fact, many times such classifying practices actually provide sufficient rationales for <u>not</u> instructing these children at all.

I believe that it is time for a different perspective on assessment. This perspective should readily acknowledge that children are but one part of the learning environment, and that quite often academic failure can result from poorly-designed lessons and/or instructional procedures. Similiarly, many students may fail to perform appropriately simply because their instructional environments have not been adequately structured for academic success. By examining instructional environments, we will be able to identify those dysfunctional aspects of existing practice that may be impeding our children's learning. In so doing, we should be able to offer teachers some useful information on how to restructure learning environments to enhance child performance. I would argue further that such environmental modifications must be undertaken before students even enter a learner-focused assessment process.

Functional Assessment Model

With these fundamental thoughts in mind, I would like to propose a more functional, teaching orientation to existing assessment practices. This approach is designed to go beyond the mere specification of developmental functioning levels to include an analysis of the type of learning experiences a student is being exposed to prior to the time of referral. It is recommended that, in assessment, one first assess the child's performance in the context of the existing learning environment, and only then proceed to a comprehensive evaluation of the learner.

Given the current knowledge base about assessment and the kinds of academic and behavior problems evidenced by many students referred for special education services, there are a number of reasonable assumptions that can and should be made about assessment. These assumptions should, in turn, guide

assessment efforts. First, there is no one cause of school problems. In most instances, the problems students experience are problems that occur in interaction with instruction and the goals or demands of the schools (Ysseldyke & Algozzine, 1984). Therefore, assessment practices must operate from a broader perspective than simply evaluating the child in isolation. Second, assessment should concentrate on variables directly related to instructional decision-making (i.e., what and how to teach). The most relevant variable to examine is the extent to which instruction is occurring, and the appropriateness and duration of such instruction (Ysseldyke & Algozzine, 1984). Likewise, any instructional adaptations and their subsequent effects should also be noted. A third assumption underlying the proposed functional assessment model is that assessment practices should be aimed primarily at improving instruction. Simply noting that children are experiencing specific kinds of processing difficulties or are functioning at developmental levels well below their chronologically-aged peers, offers little useful information about ways to improve instruction for these children or similarly-disabled peers. Finally, assessment data should be collected within the environment(s) where the problems occur, and should be obtained often during instruction. This suggests that if a student's performance in mathematics is of concern, then math performance should be assessed in the classroom where math instruction occurs and preferably should be evaluated through the use of existing curricular materials. Doing assessments in this way leaves a much smaller inference than when the youngster is removed from the class and assessed using a standardized measure that may not be related to the curriculum (Ysseldyke & Algozzine, 1984). In addition, it is suggested that assessments occur often during teaching. Frequent examinations of data

on progress toward instructional goals should help ensure that the teacher is engaging in instructional practices that result in continuous progress.

The functional assessment model as proposed here will require that the entire assessment process be moved forward, and that the learning opportunities of the individual child within the context of the regular classroom will become the focal point of initial assessment efforts.

Assessment specialists, therefore, will be required to obtain direct samples of student behavior within the classroom setting. Typical assessment procedures would include direct observations of the teaching/learning environment and the collection of permanent work samples. In recent years, a number of observation systems have been developed specifically for the purpose of examining how students spend their time in classrooms. The result of years of research in this area has been the formulation of a concept referred to as "academic engaged time" (Rosenshine & Berliner, 1978). Essentially, this term refers to the amount of time a student spends engaged in academically-relevant materials which are at a moderate difficulty level. Perhaps more important than researchers' conceptualization of academic engaged time (AET) and their ability to relate it to improved academic performance, has been the documentation of how little AET occurs in a typical regular classroom setting. For example, Rosenshine (1979) reported that students spent only 25 to 50 percent of their scheduled classroom time engaged in academic learning tasks. Moreover, only 7 to 16 percent of that time was spent on tasks that were neither too easy nor too difficult. In terms of actual time, Ysseldyke and Algozzine (1983) noted that, on the average, typical third and fourth grade students were engaged in silent reading for approximately eight minutes per day and reading aloud for less than two minutes each day. Hall, Delquadri, Greenwood, and Thurston (1982) provided some recent data that have specific

implications for the instructional programming of minority youngsters. In this investigation, the instructional environments of predominantly black (i.e., 93.8%) students in an inner-city, Title I (now Chapter 1) school were examined. Analyses of these data revealed that during a typical six-hour school day, reading silently took place for a total of 11 minutes, whereas reading aloud occurred for about four minutes per day. Both time totals were significantly lower than a comparison non-Title 1 school. It should also be noted that most AET studies have reported significant variability in the amount of time that individual students were actively engaged. For example, in the Ysseldyke and Algozzine (1983) investigation, some students were engaged in silent reading for up to 26 minutes, whereas others spent as little as 36 seconds in this area. Similar variability was reported with regard to reading aloud (i.e., range = 0 minutes to almost 8 minutes).

Given the paucity of academic engaged time typically reported in many regular classroom settings, it should come as no surprise that many youngsters are experiencing academic difficulty in acquiring basic skills. Some data (Hall et al., 1982) indicated that low SES minority students may be especially susceptible to such problems. Collectively, these data suggest that many academic problems can be legitimately attributed to the child's instructional environment, and that many students presently being referred for special assistance may, in fact, be "instructional casualties." The implications for assessment personnel appear to be quite clear. If little or no opportunity to learn academic material is being provided, then there is no need to search, within the child, to find out why academic failure is occurring.

After examining the extent to which students are actively engaged in academic-related tasks, the next step becomes an assessment of the appropriateness of such instruction. Again, educational researchers have

provided us with valuable information regarding the general characteristics of effective instruction (at least in teaching basic skills). According to Stevens and Rosenshine (1981), instruction is most effective when it occurs in a demonstration-prompt-practice format and when the practice is of sufficient length. In addition, students reportedly make the most progress when they attain high levels of success. Although exact practice durations and accuracy rates have yet to be formulated, Stevens and Rosenshine recommend that students' success rates be maintained at 80 percent during instruction and 90 percent at the end of a new unit. In order to determine the extent to which these things are occurring in a particular child's classroom, assessors must acquire daily samples of student performance. One efficient way to collect such information is through the use of daily timings (Paine, Radicchi, Rosellini, Deutchman, & Darch, 1983). Timings require students to practice specific academic responses, such as math facts and sight words, within relatively short periods of time (e.g., 1 minute). The emphasis during these daily timings is upon maintaining high accuracy while increasing the rate at which responses are performed. Daily calculations of accuracy and error rates, and charting of the obtained data provide teachers/assessors with valuable formative evaluation data. That is, data-based decisions regarding possible curricular modifications can be made on a daily and/or weekly basis, and the subsequent effects of such instructional changes can be clearly examined (see Deno & Mirkin, 1977; Paine et al., 1983, for a more complete discussion regarding the use of timings and data-based decision making).

To summarize, it has been suggested that the problem of minority overrepresentation is really symptomatic of a more basic concern: an inability to effectively teach large numbers of minority (primarily low SES)

students in regular classrooms. Deciding if referred students are truly exceptional or whether they are simply instructional casualties must become part of the agenda for assessment specialists. To determine this, the amount of time a student spends engaged in academic tasks must be obtained, and data regarding the appropriateness of this material via daily timings should be collected.

Potential Roadblocks to Change

The proposed functional assessment model represents a clear departure from traditional norm-referenced assessment efforts. As such, it will require significant changes in many existing institutional practices. To assume that such change will occur overnight, or that it will meet with little resistance, is simply unrealistic. Therefore, these potential sources of resistance or "roadblocks to change" must be clearly delineated and discussed. Perhaps the most significant roadblock to widespread change in current assessment efforts is existing federal and state laws. Under current legal statutes (e.g., Public Law 94-142), assessment occurs in a two-step process. First, a student must be assessed and classified as exceptional, then treatment or intervention in the form of special education services is made available. The proposed functional assessment approach would actually operate in a reverse two-step process. Initially, the student and instructional environment would be examined, and if environmental deficiencies were identified (e.g., insufficient AET, inappropriate instructional level of material), specific instructional modifications would be implemented. For example, if referred students were found to be actively engaged in academic tasks for minimal amounts of time, specific instructional activities requiring the student to respond more frequently could be assigned. Greenwood and colleagues (1984)

have described a number of classwide peer tutoring activities which perform such a function. These activities can be easily incorporated into regular classroom settings of 25 to 30 students with a minimum amount of teacher effort. Similarly, specific procedures for determining and altering the appropriateness of instructional materials have been discussed elsewhere in the literature (Lovitt, 1976; Vargas, 1984).

Unfortunately, successfully maintaining hard-to-teach youngsters in regular classrooms brings with it the second major roadblock to change; i.e., existing funding patterns for special education service delivery. Magnetti (1982) has noted that many existing funding formulas at both the state and federal level are closely tied to the number of students being identified as exceptional. Therefore, these reimbursement systems may, in fact, offer states legitimate incentives to overclassify children in special education programs. In Magnetti's words:

> where the fiscal implications of counting more children as handicapped are favorable to a school district or school, proportionally larger numbers of children might be classified as handicapped. (p.301)

If a particular school district were to opt for the proposed functional assessment strategies and were at the same time funding their special education services via child-based formulas (weighted and straight sum), then they would actually begin losing money (i.e., fewer students classified = less reimbursement). Alternative funding systems such as those that provide reimbursement on the basis of expenditures and/or units of service do not appear to possess the same liabilities for school districts (Magnetti, 1982).

A third potential source of resistance may come from higher education itself. Traditional training programs in psychology and regular and special education must be held somewhat accountable for the current state of affairs with regard to minority overrepresentation in special education programs.

Such programs have typically aligned assessment practices with a medical model orientation, and have effectively spurred on the growth of a categorically oriented service delivery system. Under the influence of such orientations and with ever-increasing federal and state financial support, the respective fields of education and psychology have been bludgeoned with "new and improved" assessment and remediation packages. As a result, a multitude of assessment devices that are capable of evaluating almost any facet of human functioning exist. Similarly, there are currently a plethora of service delivery arrangements for use in remediating the presumed deficiencies of the learner. For the most part, these practices have contributed more to the problem than the solution. If widespread change in current assessment practices is to occur, then leadership from higher education is essential. This leadership must include a new philosophby on serving children at risk for academic and/or behavioral difficulties, and a fresh perspective on assessment. Environmental contributions to student problems must be more carefully examined and controlled before such difficulties are attributed to innate characteristics of the learner. Failure to adopt such a perspective will most likely result in "new" ways to search for pathology and "improved" procedures for delivering the same, sometimes ineffective special services.

A fourth potential roadblock to change may be regular classroom teachers themselves. It should be anticipated that a certain amount of resistance may be generated simply from the process of examining <u>their</u> instructional environments. That is why it is essential that the proposed assessment perspective be implemented on a "no-fault" basis. There is no need to denigrate teachers by exposing certain materials as inappropriate or particular teaching strategies as inadequate. Instead, a collaborative search for how to engage the child more in successful academic responding should become the focal point for teacher-assessment personnel consultation.

The amount of resistance generated will be a direct function of successful assessment personnel are in not affixing blame to the classroom teacher.

Finally, it must be recognized that what is being proposed will require a realignment of existing professional functions among psychologists, educators, and administrators alike. Psychologists will be required to become more involved in informal, curriculum-based assessments, and must become more familiar with recent advances in direct observational technology. Similarly, they will be required to alter their perception of assessment as a sufficient end in and of itself. Instead, it must be reconceptualized as a means to an end. Their involvement with both childreen and teachers will likely become an ongoing series of interventions and assessments as opposed to one-shot diagnostic sessions. Regular and special education classroom teachers as well, must be prepared to accept the changing role of assessment personnel and must further familiarize themselves with the concept of academic engaged time, and the specific characteristics of effective instruction. School administrators must, likewise, become cognizant of alternative assessment and remediation strategies, and must similarly recognize that the problems of academic failure can be effectively handled through systematic modifications in regular classrooms. Ultimately, it is higher education's responsibility to ensure that such information is accurately imparted to practitioners.

It would be quite understandable if the suggested changes in practice are met with a substantial amount of skepticism and dismay. For after all, what is being suggested is not easy to accomplish. Indeed, it will require significant changes that extend from state assemblies where legislative and fiscal decisions are made all the way to individual classrooms where assessment data are collected. Furthermore, the implications of our recommendations stretch well beyond the assessment of minority students.

They demand major reforms in the evaluation of all students referred for special services. But as difficult as these changes may be to implement, we believe that they must occur if assessment is to be reunited with intervention. Professionals can continue to blame academic failure on students and renew their search for patholgy using "new and improved" tests and/or sets of tests. Likewise, they can continue to search for test bias in existing measurement devices in the hope that once it is located and controlled, assessment personnel will use non-biased measures in a fair manner. But ultimately, we believe that both searches will lead us further and further away from the place where the problem of minority overrepresentation should be addressed: within the instructional ecology of the classroom.

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1. Portions of this paper appear elsewhere in the literature, i.e., Maheady, L. Algozzine, B., & Ysseldyke, J.E. (1984). Minority overrepresentation in special education: A functional assessment perspective. Special Sources in the Schools, 1(2), 5-19.

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A MODEL PROGRAM SERVING SEVERELY HANDICAPPED AND AUTISTIC STUDENTS OF LIMITED AND NON-ENGLISH COMPETENCIES

By Elva Durán

The literature reports several teaching programs for persons who are training to teach mildly handicapped students of limited English competencies, Baca, 1984; Rodriguez, 1984 and Ortiz, 1985. These teaching programs place emphasis on how teachers should have particular competencies in teaching students of mild handicaps who are also limited or non-English competencies. Presently, there is no literature or information which indicates how teachers should prepare to teach persons with autism and other severe handicaps who are of limited or non-English competencies. Also, there is no literature which specifically addresses how to teach students with autism and other severe handicaps who are of limited English competencies (Duran, 1984), (Falvey, 1984).

This article will explain how a university program in the southwest has been developed to train young adults with autism and other severe handicaps who are also of limited or non-English competencies. Also, the article will explain how preservice teachers who may or may not speak English are prepared to teach these students. The first part of the article will describe a university program where adults with autism and other severe handicaps who are of limited or non-English competencies are being instructed. The second part of the article will focus on how teachers who may know or do not know Spanish are trained in this university program to teach students with severe handicaps who are also of limited or non-English competencies.

Approximately fifteen adults with autism and other severe handicaps whose ages range from 22 to 35 are receiving educational training at the University

of Texas at El Paso. As part of their activities which begin at 8:30 a.m. and end at 4:30 p.m. the adults with autism and other handicaps do several meaningful tasks daily. Some of these activities include independent skill training, vocational, leisure and social skill development. All of the clients in the Program who are of limited or non-English competencies are taught in Spanish and English. Many of the adults come from homes where only Spanish is spoken to them or come from homes where they hear only Spanish. In teaching these students or clients of limited or non-English competencies it is necessary to remember, whether they are verbal or nonverbal, that they need to hear or to be taught or need cueing in Spanish in order to complete a task or steps in a task. In preliminary findings of a research project this writer is presently conducting in this University program and with two large school districts in the southwest, data are showing that with some non-English and limited English clients using Spanish only, or Spanish and English, is far more effective in teaching these populations than using English only. Results of this research study are scheduled to be completed and reported later this year.

How Are the Clients of Non-English or Limited English Competencies Taught Effectively in Spanish During Independent Skill Training?

In order to discover specific skills clients or adults need to learn, the parents are interviewed by the staff and director of this program. A checklist has been developed by this writer in order to learn what skills clients may or may not need to learn. Some examples of types of questions asked each parent appear below:

Preguntas Sobre Su Hija o Hijo en El Programa
(Questions concerning your son or daughter in the program)

1. Sabe su hijo o hija cocinar?

   (Does your son or daughter know how to cook?)

2. Permite a su hijo o hija que cocine?

   (Do you allow your son or daughter to cook?)

3. Sabe su hijo o hija lavar su ropa?

   (Does your son or daughter know how to wash his or her own clothes?)

4. Puede su hijo o hija limpiarse si mismo?

   (Does your son or daughter know how to wash himself or herself?)

5. Sabe su hijo o hija vestirse?

   (Does your son or daughter know how to dress himself or herself?)

6. Sabe su hijo o hija escojer su comida en un restaurante?

   (Does your son or daughter know how to order his/her food in a restaurant?)

7. Sabe su hijo o hija comunicar en alguna manera con usted (padre) y con los otros miembros de su familia?

   (Does your son or daughter know how to communicate with you (parent) and/or other members of your family.

8. Le dan oportunidades a su hijo o hija que vaya con usted o amigos u otros miembros de la familia al cine, ir de compras o tener otras actividades sociales?

   (Do you give your son or daughter opportunities to do activities with others such as going to the movies, go shopping or have other opportunities to do activities with other individuals?)

After obtaining results from the questionnaires it has been discovered by the writer of this article and staff at the All Day Autism Program that many Spanish speaking parents who send their sons and daughters to the university

program do not understand the necessity of their son or daughter learning to do many tasks for themselves. Further, this writer has discovered that many of the parents do not understand why their son or daughter should learn how to work competitively. The writer of this article has, therefore, placed questions in the interview process (some were shown above) which will cause parents to begin understanding the importance of teaching their son or daughter to become more independent in various areas. According to Gold (1980) if parents are not involved thoroughly and from the beginning with the education of their sons or daughters they will not see fully the importance of teaching skills to their sons and/or daughters in the home and other environments. After the questions are asked staff and director often take time to explain to many of the parents why their son or daughter needs to learn some various areas already emphasized in questions included in the interview process. Depending on parent's background and their willingness to be open to new ideas this instruction and conferencing with parents many take from several weeks to several months. Once parents understand the value of what needs to be taught to their sons and daughters learning progresses rapidly with the clients.

Some Teaching Strategies for the Adults with Severe Handicaps of Limited or Non-English Competencies

The second phase of programming for these populations after parents have been interviewed involves using a variety of strategies to teach clients. Several ideas from the actual program's curricula will be discussed below:

1. Cooking and other Independent Skill Training

   All clients or students follow pictures or photographs (step by step photograhs of each step in the receipe are used) in order

to cook or prepare any of their meals in the program. For example, if clients are preparing tacos for their lunch they will follow a step by step picture or photograph of each step involved in preparing tacos. Under each picture or photograph directions are written in Spanish and English. This helps staff members and college practicum students to know exactly how to verbally cue clients in both languages if client forgets any steps in the sequence or chain. The first photograph may indicate, "Tacos para comer." ("Tacos ready to eat.") An exact set of the same photographs for each recipe prepared for the client in the University Program is also used by each of them at home. Parents are taught in the conference sessions how to help their son or daughter use photographs with minimal use of verbal cueing.

2. Leisure and Recreation

As with other activities just described, in the area of leisure and recreation there should also be an emphasis in giving verbal instructions to clients in Spanish and English. For example, if clients are learning to do warm-up exercises, brisk and short phrased directions such as, "Levantense" ("Get up"). . . "Brazos arriba" ("Arms up"), or "Todos juntos" ("All together") should be indicated to clients. Verbal directions should be accompanied by modeling and demonstration whenever possible.

3. Social Skill Activities

The writer of this paper has also learned that clients of limited or non-English speaking competencies especially need instruction first in Spanish, then English, in the area of

social skill instruction. Part of the reason for this Spanish and English emphasis in social skill development is because clients see and learn first much of what their families do and say at home. This writer visited the homes of several of the clients in the university program and discovered that the majority of social interactions which were taking place among family members were done completely in Spanish. The family members asked their sons and daughter how they were and how they were feeling in Spanish. Some English was also used but less frequently than was Spanish. In some of the homes only Spanish was used to ask questions or to communicate to their sons and or daughters. In each case the clients responded if they were verbal in Spanish or nodded their heads or gestured if non-verbal. Thus, staff members of the university program asked the clients similar questions in Spanish or Spanish and English. By observing closely the clients in their homes and bringing similar cueing of other environments a greater amount of generalization occurred among each of the clients Gold (1976) notes that the key to successful instruction with these populations is to teach the students in several environments so that the students will generalize or transfer their learning consistently across environments.

How are College Students and Staff Trained at the University Program to Teach Non-English or Limited English Populations?

As with all programs, the curriculum can only be as effective as staff or preservice teachers are trained to work effectively with the clients.

According to Ortiz (1985) good curricular programming for these populations must include careful planning and daily evaluation in order to see if all important areas have been emphasized. Before college students begin a practicum in the All Day Autism Program other supervisors whose first language is Spanish and who taught in the Program previously show new college students who may or may not speak Spanish words or phrases in Spanish. These words or phrases will be used to teach each of the clients throughout the day. Each supervisor models the words in Spanish. The college student repeats in Spanish what the supervisor has just said out loud. This procedure is continued until the supervisor feels that new trainees or college students can say new phrases or words in Spanish. In each case the supervisor also asks new students what the meaning of words and phrases are before training with each new college student has been completed. This writer has noted that such training of new practicum students in assisting them to learn new words and phrases in Spanish helps college students and staff members better understand what they are going to verbally cue and/or say to their non-English clients. Also, helping college students learn words and phrases in Spanish will additionally assist preservice students to better practice the language of clients that he or she will be using in the very near future.

In conclusion, comprehensive programming for persons with autism and other severe handicaps who have limited or non-English competencies requires utilizing Spanish and English throughout the client's instruction. Also, programming for these populations necessitates that staff and practicum students become aware of the client's home language in order to better phrase the questioning and instruction which is done in the non-English or limited English, severely handicapped client's or student's active language. This requires that staff and others involved in teaching the clients learn some words and or phrases in the client's native language.

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THE BILINGUAL SPECIAL EDUCATION ADMINISTRATIVE INTERN PROJECT: NEW PARTNERSHIPS IN TRAINING

by Elsa N. Brizzi and Annette M. Gromfin

This program recognizes the serious national shortage of bilingual special education administrators and the changing needs of local school districts.

The Los Angeles County Office of Education in cooperation with California State University at Los Angeles and local participating school districts, was awarded a grant by the Office of Personnel Preparation for the Handicapped, United States Office of Education, to develop a two year preservice training program leading to an administrative credential and a masters degree. This Bilingual Special Education Administrative Intern Project has a special emphasis on interfacing issues of special education and bilingual education with the regular administrative credential program. A three year grant was awarded to train approximately 20 persons per year for each of three years, or a total of 60 newly trained administrators with a specialization in Special Education for linguistically different students.

Project Goals

This new grant brings assistance and resources to meet the administrative needs of regular schools and of special education schools and programs in regular schools. It designs a unique administrative training program to unify the issues of administrative training with specialization in special education for bilingual/bicultural populations. Specifically the program is:

- Developing and designing special training curricula to focus on special education needs of linguistically and culturally different students. Curricula is being developed and/or adapted to accommodate this new specialization in the administrative training process. The curriculum focus is on the responsibilities of the administrative role in this new area.

- Developing ways of improving the articulation procedures processes and resources among regular education, special education and bilingual education.

This effort will result in:

- A pool of bilingual credentialed administrators ready for promotional opportunities and increased responsibilities such as principals in special education and regular education schools and programs.

- A specialized preservice administrative intern program with and emphasis on administrative issues in bilingual education and special education and special education for culturally and linguistically different children.

Issues of Change

Many State Departments of Education have issued study and policy papers recognizing the challenge to the administration of schools.

Two important issues of change undergird and provide direction for this project. The recent concern with the impact of leadership in schools and the changing demographics signifying large population shifts, and greater cultural diversity in student population. Recent national studies and the research on school effectiveness focus on the critical role of school based leadership in establishing climates for learning.

Shirley D. McCune of Learning Trends has identified some key areas of leadership which reinforce, extend and will require change in the traditional areas of administrative training. They include:

Technical Leadership - the management of program, fiscal, physical and human resources

Human Leadership - the human relations and interpersonal skills necessary for effective management

Educational Leadership - management of curriculum, instruction, staff development and clinical supervision

Cultural Leadership - managing a staff and building a culture; using self as a role model and influence for change

Symbolic Leadership - achieving a culture that is self-renewing and actualizing stated goals

Rosabeth Kanto, author of "The Change Masters" observed in her studies on leadership that "Not only has the rate of change impacting administrative/ managerial roles increased considerably but the diversity of areas which are changing has increased so that leadership roles are being impacted in two crucial ways." Her observations indicate that managing and being responsive to changing needs and environments are the biggest challenges facing administrative leadership.

Many of the resources of education have been focused on improving teacher effectiveness and teacher training. Until recently, comparatively little emphasis was placed on the impact of change on the administrative role and the ways this role effects how schools respond to changing educational needs.

The effective school research, in particular, focuses on the principal's power to influence and promote effective learning in schools. It specifically centers on the need to train principals to be school based leaders. Students develop leadership effectively by learning climate in schools. This research raises a concern on how to bring these insights on leadership behaviors into the training and development of principals as school based leaders, a primary interest of this project.

The rapid increase in minority or culturally different populations in schools has been dramatic during the past few years and is expected to continue. This is particularly true of Southern California and it is worth noting that Los Angeles is being called a Third World city. This diversity of languages and cultures presents a bilingual educational challenge to all schools. School staffs are interacting with languages and cultures quite different from the "norm."

Demographics of Change

The national shortage of special education teachers and administrators as well as bilingual teachers and administrators is well known. The shortage of special education teachers and administrators who are bilingual is even more acute. This is particularly true in Los Angeles County, where there has been a tremendous influx of refugees in the past decade. At the same time, the County has a history of bilingual education concerns because of its large Hispanic population.

In 1979 the California School Finance Program and the California Association for Bilingual Educators predicted that by 1980 California would need more than 12,000 credentialed bilingual teachers to serve 329,000 Limited English Speaking/Non-English Speaking students. As it developed, this was a conservative estimate, for in 1982 the California State Department of Education, Office of Bilingual Education identified over 431,000 LES/NES students (about half living in Los Angeles County). They were being served by approximately 4,000 bilingual teachers, a shortfall of nearly 12,000 teachers.

The latest enrollment figures for Los Angeles County (1982) revealed that 65.5% of all students had a bicultural background and one assumes the same is true of the 43,260 students in special education classes or the more than 100,000 students in the County's public school population whose sensory,

physical and mental conditions require special services to benefit from the education program.

Linda Carpenter, of the National Center for Bilingual Research, stated in a recent paper, "One particularly vulnerable subgroup of the minority population is comprised of students who not only lack English language proficiency but who also have a handicapping condition. While information and materials may be available for educators to meet the needs of students who are either minority or handicapped, very little information is available to guide program planning and development for those students with both characteristics. Further, although educators have been legislatively charged with providing an appropriate education for these students, very little information concerning present practices is available."

The "Special Funded Project" Approach to Change

A primary strategy used in education to meet changing needs has been the specially funded project. Unfortunately, although these programs are most often concerned with emerging issues of equity in providing education to all children, they frequently are seen as outside the mainstream of the organization and curriculum of the school. When resources diminish, the services diminish also--but the need continues. This dilemma was recognized recently in a report from the California State Department of Education Special Task Force in which they recommended increased coordination and integration of programs. They stated:

> "The growth of special program has had both positive and negative effects on local educational agencies. On the one hand, special funds for pupils with special needs have given local districts more resources to provide appropriate educational opportunities for students who might not otherwise experience

> success in the regular school program. Additional monies have also allowed local districts to expand their regular programs to include extra instructional services and other resources.
>
> On the other hand, special funds are often linked to programmatic issues that tend to divide staff members into their specialty areas of responsibility. The net effect has been that many program, while aimed at the same goal and often at the same child, operate with little interaction or coordination."

Because these programs frequently operate on the periphery of the school, they are out of the mainstream of decision-making processes and as a result, although they may have program support, they often do not have strong central administrative leadership or support.

Both bilingual education and special education programs and services have been in this precarious position. These two important educational strategies, to more equitably meet the needs of handicapped and linguistically different students, often function without committed school-based administrative support. As Jane Mercer, of the University of California, Riverside has noted, the normative view of the school does not readily accept new populations and resultant changing needs as an integral responsibility of the schooling process. The situation becomes more complex with the recognition that a disproportionate number of linguistically different children are in special education programs and that the two programs frequently serve the same child - - "the multi-funded" child. As stated in the recent publication Special Education for Exceptional Bilingual Students: a Handbook for Educators.:

> "Major complex issues are involved in educational planning for exceptional bilingual children. The issue of appropriate identification must be addressed prior to a child's referral, evaluation, and placement, but

> identifying the handicapped bilingual child can be extremely problematic. In attempting to identify a bilingual students as exceptional, educators face two possible dangers: (1) the "false positive" identification, when bilingual children are incorrectly labeled as exceptional and subsequently placed in special programs, and (2) the "false negative" identification, when those bilingual children who do present exceptional difficulties are not identified and provided with the appropriate special education programs."

In order to provide the most appropriate education for linguistically different handicapped students, we must begin to consider the unique issues, continuities and linkages in the educational life of these children.

As schools attempt to develop effective responses to the needs of these students, administrators will be faced with making decisions in areas for which they have had little training or experience. To effectively work with these issues will require administrative leadership and organizational support in the schools.

This is especially critical as the focus on the school principal as instructional leader increases with the responsibility for improving the quality of educational programs for all children. Unless they are familiar with the issues, they will not be in an advantageous position to influence and provide effective leadership for staffs and programs. This project is attempting to respond to these issues.

Project Design

In order (1) to produce a pool of bilingual special education administrators and (2) to develop a specialized preservice administrative intern program with emphasis in bilingual and special education while focusing on the regular administrator, the approach needed to be inter-disciplinary and collaborative.

Interdisciplinary in that the project focuses on the interface of bilingual education, special education and educational administration, with the administrative credentialling unit at the University--Educational Administration.

It is collaborative in that the University, the County Office and school districts participate jointly in identifying project training issues and implementing project goals.

This interdisciplinary and collaborative approach is being developed through the following project elements:

- An interdisciplinary University/field committee composed of University department chairs from Educational Administration, Special Education, bilingual faculty and faculty from other departments as special issues emerge; administrative line and staff roles from school districts; Los Angeles County project staff and special education administration responsible for special education programming. They contribute perspectives from their disciplines in relation to the kinds of information administrators need to provide effective school-based leadership.

- Staffing - the teaching faculty meets prior to each quarter to discuss project focus, issues in their content areas, and examine ways of including an interdisciplinary focus in the coursework.

- Course content - was reviewed for the purpose of identifying and infusing issues related to special education/bilingual education in the administrative content.

- Special topics - a series of courses included in the regular program to allow greater indepth exploration of the issues that are unique to program directions, and not easily accommodated in the curriculum schedule; i.e., parent and community involvement is an extremely important issue in special education and bilingual education.

- Field internship - in addition to the academic coursework the field internship provides experiential reality based learnings. Each intern is assigned to a site and an on-site administrator, generally a principal, to gain experience in the everyday workings of that role and to explore the ways of regular education and how it relates to special education for linguistically and culturally different students.

- Relationship of fieldwork to academic coursework, quite often, the intern type programs, whether in teacher training or administrative training, operate separately in coursework and fieldwork. The project was concerned with integration of the two areas and relating fieldwork experiences to the academic substance. The purpose was to allow interns to align theory and practice in the everyday life of schools.

- Mentor/supervisor - the on-site administrator to whom interns are assigned agree to assume a supervisory - mentoring role. This role is seen as an integral part of the program and an extension of course concepts into the field. They agree to work closely with interns to assist in identifying appropriate experiences, to provide access and coaching, as well as, assisting interns in interpreting, understanding, and integrating experiences. The mentor provides the continuity between the academic curricula and field experience.

- Field nomination system - as part of the collaborative/cooperative effort local school districts, including Los Angeles County Office of Education special education sites nominated site interns to participate in the program. The criteria recommended by the advisory committee included the following.

    - a person with high potential administrative abilities

    - experience with bilingual special education populations

    - oral language ability in the dominant languages of the school district

    - consideration be given to teaching and non-teaching roles, i.e., school psychologist, speech language specialist, etc.

In the project's first year, eight local school districts are participating. The first training cadre includes twenty administrative interns who speak Spanish, Korean and Chinese. These men and women represent a number of non-traditional roles for the field of administration such as psychologists, speech/language specialists, adaptive P.E., as well as classroom teaching roles.

This project is a uniqe pilot effort in the field of educational administration. It is an opportunity to explore the challenge to educational leadership in its quest to provide equitable education for all children.

It is designed to infuse new content into existing programs with the expectation to institutionalize parts of the project that are most promising in training educational administrators for a new specialization.

Rosabeth Kanter, in a recent teleconference on Community Education, stated that "in order to make change work, we need a vision of what we can improve. It is not enough for single individuals to have a vision, but it needs to be a shared vision of all those who are affected by the innovation and whose support is needed in making new efforts work."

This project is deeply grateful for the shared vision of all those who are helping the project work.

- Office of Personnel Preparation for the Handicapped, U.S. Office of Education
- California State University, Los Angeles - especially the leadership in Educational Administration in developing an interdisciplinary program
- The school districts and their administrators who are forging new roles
- The Bilingual Special Education Administrative Intern faculty who are piloting the curriculum

- Los Angeles County Office of Education division of Special Education and Project Funding and Management who identified and responded to the need

- The administrative intern trainees who help the project stay on target

- The BUENO Center, University of Colorado, Boulder for their pioneering efforts in the field of Bilingual Special Education and their willingness to assist others.

THE COLLEGE RESPONSE TO BILINGUAL SPECIAL EDUCATION: TRAINING PROGRAM FOR FACULTY AND ADMINISTRATORS

By Juan C. Rodríguez

Introduction

Bridgewater State College, with a population of 6700 students, is located in the small New England town of Bridgewater, Massachusetts, approximately 28 miles south of Boston. Bridgewater State is one of the oldest public colleges in American and it was founded 145 years ago (1840).

Leadership in education always has been the hallmark of this institution. People of exceptional reputation, such as Horace Mann, were associated with the college. Horace Mann was one of its first presidents.

Now, let me describe briefly our programs at Bridgewater State in which we are trying to incorporate some of the concerns that were expressed yesterday. In addition to the traditional special education program offered for many years, (which lately has a concentration in Bilingual Special Education), Bridgewater State has two training institutes for faculty and administrators on Bilingual Special Education. One of these programs is funded under Title VII; the other one under the Office of Special Education funds.

BILINGUAL EDUCATION TEACHER TRAINING PROGRAM

The program under Title VII, which is in its second year of operation, is called the Bilingual Education Teacher Training Program. It is designed as follows: (a) to train bilingual teachers at the Masters Degree level (Master's Degree candidates will also obtain teacher certification in special education at the end of this three year program), and (b) to train faculty and administrators at Bridgewater State.

Master's Degree Training Institute

The intent of this Bilingual Special Education Program is to provide local education agencies with qualified bilingual special education teachers, who will have the understanding of the language and culture of students with special needs, in addition to the pedagogical and methodology skills. In this group, currently we have 20 bilingual teachers, Spanish and Portuguese speaking. Most of them are from the Southeastern Region of Massachusetts and some are teachers from the Boston School System. In total, this program has had an impact on 12 local education agencies. The Masters Program is a three year program.

Faculty/Staff Training Institute

The second component of this project is the training of faculty and administrators at Bridgewater State. This will provide to the faculty and administrators the training to become active leaders and advocates for the educational services of limited English proficiency students with special needs. It will also enhance the capacity of the faculty and administrators to provide responsive programs at the college in areas such as curriculum review and adaptation, counseling, recruitment, development of new policies and administrative practices. Most important, we see this group as a resource to serve as an LEA in communities of the southeastern region of the Commonwealth.

In this group we have 15 individuals participating: two are chairpersons of departments: Speech and Communication Disorders and Social Work. In addition, the chairperson of Special Education attends this institute. Also, six are faculty from the departments of Foreign Language, Early Childhood, Special Education, Adult and High School Education. The rest (seven) are key college administrators: Director of Library Services, Admissions, Personnel, Student Union Services, Graduate/Continuing Education, Grants.

Modular Training

The educational methodology offered to this group is the modular training model (seminars, conference workshops, demonstrations). Our framework required that each individual develop an action plan, conduct a college practicum and complete an on-site field experience.

1. The action plan is tells us what they want to accomplish during the time of their program participation, dealing with bilingual special education issues.
2. The college practicum specifically focuses on the activities that had to be accomplished within the college community. Examples:
   - Radio Program-Special Education
   - Rewrite content courses
   - Development of resource materials
   - Bilingual Special Education Library
   - New administrative policies
   - Active recruiting bilingual faculty and administration
3. Regarding the on-site field experience, faculty and administrators had to expend a specific number of days providing some service to the local education agency or to the community. Examples:
   - Preparing dropout students for GED-Brockton
   - Social work, jobs, etc.

Outcomes

1. A partnership has been established between members of the Master's Program and the Faculty/Administrators Training Institute, serving each other as resource people.
2. Because of the Master's Program, we have had some impact in 12 LEAs. Out of that, five local education agencies were chosen as target schools for the activities of the training program. These include:

Brockton: A large number of Latino-Portuguese-Cape Verdean students and the characterists of an urban system.

Fall River: High dropout rate.

New Bedford: Overrepresentation of special education students.

Taunton: Bilingual parental participation efforts.

Stoughton: Suburban school system with several needs.

3. The collaborative working relationships between these five LEAs and the college that has been initiated and is being formalized in the area of bilingual special education and will provide the opportunity for expansion in other areas in the future.

4. The consolidation of both faculty and administrators at Bridgewater State College, providing leadership, collaborating with each other, providing mutual support. Most important, they are promoting institutional change that is having an impact on the future of the College.

   Some of these changes include course offerings, administrative policies and practices, student makeup population, student services direction, and the faculty/administration makeup.

   It is evident that the awareness level has been raised regarding Bilingual Special Education at the college and there is now more sensitivity to culture and language differences of individuals.

NEW ENGLAND INTERCULTURAL SPECIAL EDUCATION TRAINING INSTITUTE FACULTY AND DEANS

This New England Program is in its first year of operation. Initially it was funded only for New England public institutions of higher education, but lately we were allowed to include private colleges. Currently, 14 New England IHE's are participating with 31 members in the training institute.

The purpose of this project is:

- To increase the level of awareness and understanding among faculty and administrators regarding bilingual and special education.
- To enhance the capacity of IHE's in New England to train teachers to provide appropriate services to bilingual students with special needs, and
- to provide a support network between New England IHE's and their major urban schools.

Training Model

The training approach that we are using is more or less similar to the one that we are using at Bridgewater State, which is the modular training-action plans, etc., that was described earlier.

The specific characteristics of this program are that faculty and administrators of the same institution are teaming up to work together. The idea is that in order to accomplish some institutional changes, it is necessary to have mutual support of administrators and faculty.

Allow me to give you an idea of the makeup of the group. To collect information regarding the participants of the institute, an Assessment Questionnaire was designed and administered. Some responses follow.

Educational Background

13 have doctoral degrees

4 are doctoral candidates

2 have certificate of advance graduate studies (CAGS)

4 have master degrees

1 has a bachelor degree

Professional Background

3 are administrators - Vice President, Deans, Assistant Deans and Program Coordinators

17 are faculty

Years of Professional Experience of Participants

The mean is 17.9 years of experience. For instance, one has 35 years, 1 has 22 years, 1 has 20 years, 4 have 2 years.

Language Spoken

9 speak Spanish

2 speak Portuguese

7 speak French

4 speak Italian

Familiarity with Bilingual Special Education

6 have training in bilingual sepecial education

20 have worked with LEP's sometime in their professional careers.

To the question: What do you hope to get out of your involvement with the institute?

Their responses follow:

- Better understanding of Bilingual Special Education
- Ways to establish quality programs for Bilingual Special Education
- School population (see page 9)

To the question about training interest.

Faculty responded:

- Increase sensitivity to cultural differences
- Non-discriminatory assessment
- Language and bilingualism
- Classroom techniques for Bilingual Special Education students

Deans responded:

- Language, funds, and bilingualism
- Counseling/students and families
- Institutional change
- Administrative policies and practices
- Increased sensitivity to culture/language differences

Outcomes

Perhaps it is too premature to indicate what has been accomplished this first year but nevertheless, there are some interesting aspects that are necessary to underline.

1. To the initial apprehension of the individuals (which has been expected), the group started getting together after three days of training and got to know each other.
2. The group has a high degree of expectation and are very well motivated thanks to the quality of speakers and their professional backgrounds. For example, sensitive trainings are being conducted at the University of Maine at Fort Kent, Maine; Massasoit Community College and Bunker Hill Community College in Massachusetts.
3. There is a better focus on the role and the objectives of their participation and action plan.

   A network among faculty/administrators participating in the institute has been initiated.
5. A network among officials from state agencies also has been initiated in New England. The project is providing a forum to discuss issues of concern between people from the bilingual and special education units. Contacts with some federally funded projects also have been initiated.

6. To finish, let me share with you some of the principles under which we are implementing both programs:

   a. The educational leadership role of IHE's

   b. The social responsibility of colleges and universities to serve its local community.

      - working together with LEA's on a regular basis to help them, and
      - helping to solve some of their every day educational problems in bilingual special education.

THE ROLE OF A NATIONAL TASK FORCE ON BILINGUAL SPECIAL EDUCATION

By Andrés Barona

It is widely known that many issues and factors affect the interface of special education and bilingual education, or bilingual special education, as it is more commonly known. These have been discussed at length elsewhere (Baca, 1980a, b; Carpenter, 1983; Carrasquillo, 1977; Chinn, 1979; Erickson & Walker, 1983; Figueroa, 1980; Gallegos, Garner, & Rodriguez, 1980; Landurand, 1980; Tymitz, 1983) and will not be mentioned at length here. Rather, the present article will focus on the formation, work, and current status of the National Task Force on Bilingual Special Education which was formed to address some of the issues involved in the education of the bilingual handicapped child.

The Formation and Work of the Task Force

The current Bilingual Special Education Task Force was first proposed in February 1983 during a symposium sponsored by the Council for Exceptional Children (CEC) in Reston, Virginia. The Director of the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) at that time, Mr. Jesse Soriano, made a commitment to form such a task force which would have as its mandate two primary objectives. The first would be to initiate collaborative efforts between special educators and bilingual educators in order to provide the most appropriate services to minority language populations with special needs. The second objective would be to identify and focus on issues related to interfacing special education with bilingual education. A primary res ponsibility of the task force would be to formulate and convey recommen dations on issues related to the education of bilingual children with exceptional needs.

Since this was the first time that such an effort had been undertaken at the national level, much care was taken to assemble a panel of experts who represented a wide variety of groups and interests in both bilingual education and special education. As a result, the Task Force, which met in March and August 1984, included teachers, parents, diagnosticians, teacher-trainers, psychologists, professional organizations, state agencies, information centers, and representatives from the Office of Bilingual Education and Minority Languages Affairs (OBEMLA) and the Office of Special Education Programs (OSEP). In addition, efforts were made to ensure that the various geographic regions of the United States were represented.

During its meetings, the Task Force expressed concern over the lack of leadership at the federal level regarding the education of minority language students with special needs. Although it was widely recognized that educational services to all handicapped children are mandated by Public Law 94-142, it was also noted that no formal stipulation exists which ensures the provision of appropriate educational services for the minority language child with special needs. ESEA Title VII regulations have addressed this issue to a degree by including the exceptional minority language child within the total funding area in demonstration projects but there remains an overall lack of coordinated policies among agencies related to funding priorities. In general, there is a lack of knowledge regarding the magnitude of the problem involving bilingual special education populations: "while federal regulations require child counts under the definitions of minority and handicapping condition separately, no such requirements exist for counting children who are both handicapped and of minority status" (Carpenter, 1983, p. 6). Thus, no current national figures exist regarding the numbers of minority handicapped

children who are presently in our schools although some figures (DHEW, OCR, 1978) do suggest that certain handicapping categories appear vulnerable to disproportionate placement across ethnic groups. The result has been that minority language students with special needs are largely unaccounted for and continue to be an invisible population in both special education and bilingual education; additionally, the allocation of funds to support bilingual special education as a national priority appears inadequate. These concerns prompted the Task Force to form a number of immediate recommendations designed to serve as a basis for future work:

- The U.S. Department of Education should set as a major priority the provision of technical assistance, direction, and funding to state and local education agencies;

- The U.S. Department of Education should set as a priority the monitoring of the implementation of PL 94-142, such as review and audit of state plans, as these relate to handicapped linguistic minority students;

- The U.S. Department of Education should identify offices and programs that can serve linguistic minority populations with special needs and to coordinate primary leadership and responsibilities within such offices and programs.

While these recommendations were formulated as guidelines for future work, it was acknowledged that a necessary step for successfully addressing these issues at the national level would be the establishment of a good working relationship between OBEMLA and OSEP.

Although there were only two meetings of the Task Force, a document was produced (NCBE, February 1985) which outlined specific needs regarding the education of the bilingual handicapped child in these four major areas: identification/assessment, curriculum, state educational policy/monitoring, and training. In addition to specifying areas of deficit in these four

categories, the document detailed general recommendations and suggested specific actions for both OBEMLA and OSEP to take. Also addressed were a number of specific resolutions, the most salient of which are briefly summarized:

First, it was felt that the establishment and continuation of a Bilingual Special Education Task Force is needed. A major function of the Task Force should be to provide relevant information to both OBEMLA and OSEP with regard to the coordination of bilingual and special education activities. The Task Force strongly felt that it should continue its activities until some of the above-mentioned issues and concerns had been implemented at the national level. While at the present time the Task Force on Bilingual Special Education has not been funded beyond its first two meetings, it is clear that the area of Bilingual Special Education can no longer continue to afford a lack of leadership at the levels where the policies and decisions are being made.

It was also felt that clear communication channels for information sharing between OBEMLA and OSEP must be established. It was noted that the two agencies frequently are not aware of each other's activities in regard to issues, the availability of funds, and the types of projects that are funded. In addition, there appears to be a lack of expertise in both agencies related to the area of bilingual special education. A number of steps were proposed to remediate this situation and achieve better communication and these are summarized below:

a. a study should be commissioned to determine the similarities and differences between the two agencies and to specify areas of separate and joint responsibilities;

b. proposal reviewers should be shared between the two agencies;

c. there should be an exchange of information among project officers;

d. staff development should be provided for project officers and OSEP and OBEMLA leadership;

e. an in-house Task Force should be named which would coordinate OBEMLA and OSEP activities with an external consultant as chair;

f. advocates of Bilingual Special Education should be appointed to National Advisory Committees, e.g., Council for Bilingual Education and Special Education;

g. joint funding for projects of mutual interest and/or benefit should be provided. This funding would include research studies, policy initiatives, and Task Forces to address issues;

h. a fellowship/internship program should be developed which would provide expertise as well as facilitate coordination between the two agencies;

i. a simplified grants manual should be provided to this field;

j. policies and procedures should be established for the Bilingual Special Education Task Force. This Task Force should serve as a liaison between state and local levels. Its purpose and function should be legitimized and officially recognized by OBEMLA and OSEP, specifically at the state level, so that it can serve as a resource to those who need it.

The Current Status of the Task Force

As noted earlier, the Task Force was not funded beyond its first two meetings and its current status is that of an ad hoc group. It is assumed that the work of the Task Force will resume when personnel changes in OBEMLA and OSEP are completed. With such a short period in which the Task Force had to work, the question of whether anything actually was accomplished must inevitably arise. It is the feeling of this author that a response to this question should reflect back to the purpose with which the Task Force originally was formed. The first, of course, was that of initiating

collaborative efforts between special educators and bilingual educators. The second was to identify and focus on issues related to the interface of special education with bilingual education. Third, a major responsibility was to formulate and convey recommendations related to the bilingual handicapped child. These purposes will be addressed separately.

The goal of establishing collaborative efforts between special and bilingual education was accomplished in part by the composition of the Task Force, which included representatives from local, state, and national levels in both disciplines. The Task Force served as a means of initiating dialogue between these groups although at the present time no concrete project has emerged at a national level which either necessitates or involves a high degree of cooperative efforts between the groups. It must be admitted that the Task Force felt that progress on this objective would be limited since it was not expected that either special educators or bilingual educators at a national level were eagerly waiting for new policy recommendations which could affect established work patterns. Thus, progress has been made in this goal, but much more remains to be done.

The second purpose of the Task Force was to identify and focus on issues involving special education and bilingual education. In the Task Force document which was produced, a number of areas felt to be important to bilingual special education were discussed and critical issues in each were outlined; it is therefore felt that this goal was successfully met.

The last goal was that of formulating and communicating recommendations related to the bilingual handicapped child. The Task Force document delineated a number of critical issues involving the education of these children and addressed these issues by targeting a number of specific recommendations to the appropriate national office, i.e., OBEMLA or OSEP.

The concerns of the Task Force in these areas were communicated to assigned representatives of OBEMLA and OSEP and as a result, this responsibility was met.

In summary, the Task Force accomplished its stated goals of being recognized by OBEMLA, of identifying critical issues in the education of the bilingual handicapped child, and of communicating these issues with accompanying recommendations to both OBEMLA and OSEP. Progress was made in initiating collaborative efforts between these two offices although it is the feeling of this author that more work is needed to solidify this relationship.

Beyond the question of what the Task Force achieved, however, is perhaps a more salient one revolving around the issue of whether the Task Force should continue. To this I feel that the only answer is that such a committee must continue until the needs of bilingual special education are both legitimized and institutionalized. Bilingual special education, by virtue of its bilingual and special education parentage, may be considered the illegitimate orphan of education whose rearing and development has been left largely to chance. With no one organization or educational body having primary responsibility for it, much information is lacking where the bilingual handicapped child is concerned. Many cultural and linguistic factors separately and in combination affect the basic processes of learning; these variables not only influence some of the less controversial aspects of education such as the involvement of parents, preparation of educational personnel, and instructional techniques but also affect the more hotly contested issues of assessment techniques, placement procedures, and legal foundations. In order to facilitate the learning of the bilingual handicapped child, it will be necessary not only to tease out the effects of these many factors but also to examine information in areas related to both bilingual

education and special education in order to then come to some conclusion as to how these areas intersect in theory, practice, and research. This can only be accomplished, however, by a mandate at the national level legitimizing this effort.

There is a tremendous amount of work to be done in this area and I feel that the national offices will continue to need a catalyst; a National Task Force on Bilingual Special Education could therefore serve a useful function in this area. For such a task force to function productively, however, it will be necessary to develop specific goals which are achievable within the expected life span of such a Task Force. In addition, OBEMLA and OSEP must agree to allow the group to provide timely input which would be reviewed and considered by the respective offices with a subsequent initiative for action. This is not a small task but certainly one worth the effort for the possible gains for the bilingual exceptional child.

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AN OVERVIEW OF RESEARCH IN BILINGUAL SPECIAL EDUCATION

By James R. Yates

This Third Annual Symposium on Exceptional Hispanic Children and Youth was not designed to focus specifically upon research; however, I note from presentations that have been made that the majority of the information presented and discussions relative to these presentations have focused upon research. While this is somewhat unusual for a conference of this nature, it is, in my view, appropriate. I believe this focus points up the continuing need and significant interest in knowledge generation surrounding the exceptional Hispanic child.

Some two years ago, the Office of Special Education and Rehabilitation Services made a major commitment to knowledge generation in this area, with the funding of two major research efforts; specifically, the Research Institute at The University of Texas at Austin and the Institute at Southwest Educational Laboratory (SWEL). Researchers and others concerned with the provision of appropriate educational services to exceptional Hispanic youth have expressed recent concern with the decision to "defund" the Institute at SWEL. These concerns perhaps could be summarized by stating that defunding raises the question of the level of commitment and interest in research associated with the limited English proficient bilingual handicapped child. While I have no great personal insight or knowledge concerning the process that resulted in the defunding, it is clear from interactions and conversations with Office of Special Education personnel that:

1. the Office of Special Education is deeply convinced that the questions being investigated by these two institutes are very important;

2. there is a critical need to develop answers to these questions;

3. Office of Special Education personnel have very positive feelings about the commitment, skill, and competence of personnel associated with the Institute, such as Robert Rueda; and

4. most of the bases of decision-making concerning defunding centered around issues of organizational support for the Institute

It appears appropriate at this point to focus upon next steps. In what ways can those of us concerned with inquiry and knowledge generation associated with serving the limited English proficient bilingual handicapped child improve and enhance such inquiry? I would suggest that there are a number of next steps that would appear to be appropriate:

1. It seems important that we continue to press the federal government for continued recognition of the need for knowledge in this area. One of the best ways to provide that press is to continuously communicate to the federal government that requests for research in this area are based upon the logic of the shifting, changing demography in this country. It has been my experience that decision-makers at all levels of the educational enterprise are frequently unaware and, in turn, surprised that the issue of serving Hispanic youth is not just an issue of the Valley of South Texas or of the Southwest region of the United States in general. When it is pointed out that this is a national problem, supported by such evidence as Chicago (certainly not located in the Southwest) has the fifth largest Hispanic population in the United States, and that, in fact, large populations of Hispanic students to be served are found in the North, South, East, and West geographic regions of these United States. It would be my view that the evidence of demography is a powerful tool in the advocacy effort to alert and sensitize the federal government relative to its role and its obligation to support research and

knowledge generation associated with the limited English proficient bilingual handicapped child.

2. The evidence for the need of further research and knowledge generation can be enhanced by bringing to the attention of the federal government information that is, in fact, dissonant or contradictory to federal studies and/or positions advocated by federal studies contrary to the interests and needs of this special population. For example, in the latest annual report to the Congress, concerning the "state of the nation in delivery of services to the handicapped," those data would imply and, in fact, state that there is now parity of representation and service delivery to minority handicapped students, as these services approximate the expected incidence levels found in non-minority handicapped populations in this country. However, within those aggregated statistics is the clear contradictory evidence as documented in various studies, such as those by Ortiz and Yates (1983) that indicate within almost all of the "traditional handicapping categories," Hispanics are under-represented, with the exception of the learning disability category, where Hispanics are overrepresented 300 percent. This provides a clear statement of the inaccuracy and misleading nature of aggregated statistics; yet such data may direct national policy and decision-making.

3. In order that the nature and complexities of investigation surrounding limited English proficient bilingual handicapped children can be adequately represented, it seems appropriate that there be continued press upon the federal government for an expansion of the number of Hispanic reviewers of research proposals. While this is not to imply that only Hispanics could or should be reviewers of proposals that would deal with such students, it is to imply that, unless the number of panelists who are Hispanic

is increased, the likelihood continues to exist that the lack of knowledge or understanding of the dimensions and the complexities of the problem, as well as the uniqueness associated with this population group will be overlooked by non-Hispanic reviewers of research proposals.

4. It would appear appropriate that the federal government continue to be pressed for support for training Hispanic researchers. The criticism that there is a limited number of appropriately trained Hispanic researchers may be valid, but can only be removed as a valid criticism if the federal government continues to support and, in fact, increase its support, for training programs that are both capable of and have a track record of training Hispanic researchers.

5. It seems reasonable to continue to press the federal government for the need to disseminate information relative to the limited English proficient bilingual handicapped child to other complementary disciplines. Adequate educational service to the limited English proficient bilingual handicapped child cannot be provided by special education alone, by bilingual education alone, or by regular education alone; yet each of these complementary disciplines is unlikely in and of itself to sense the urgency of becoming familiar with the educational issues surrounding this particular child. It seems a totally appropriate role for the federal government to assume responsibility for key and critical dissemination between and among these complementary disciplines relative to the bilingual limited English proficient handicapped child.

6. Based upon the complexity of the variables of interest, the early state of investigation of many of these variables, and the limited history of research or investigation into these variables, it seems particularly important that we continue to press the federal government with the legitimacy

of naturalistic inquiry as a methodology of investigation. Methodologies such as ethnography, careful case studies, and other inquiries which result in descriptive information, are not only legitimate but essential. However, it also seems reasonable to suggest to researchers in these areas that established research methodologies with greater potential for definitive results should be utilized at every opportunity where data and/or circumstances permit.

7. The fact that one of the two special purpose institutes was not totally satisfactory to the Office of Special Education is not sufficient cause for the federal government to reduce its interest or focus on special purpose institutes. Therefore, we should continue to press the federal government to provide necessary support for the special topic institute. Without such support, it is unlikely that the legitimate research needs of these special minority populations will be met.

8. While researchers often have a tendency to abstain from political activity associated with research and inquiry, the educational enterprise is dependent and particularly so at this point in history, upon the political system for support. Therefore, it seems appropriate that we continue to sensitize the political system to issues surrounding the limited English proficient bilingual handicapped child and, in turn, solicit and advocate for the political system's support of research activities funded by the federal government.

9. RFP's for 1986 will be published in the Spring. In order that these RFP's describe research priorities which reflect the interests, needs, and priorities of the limited English proficient bilingual handicapped child, it seems appropriate that we continue to press and communicate with the Office of Special Education, from now until Spring, the types of research needed, the

questions of greatest importance, and the significance of investigation into these areas of inquiry.

As an initial step in this effort to continue communication with the Office of Special Education and other appropriate units of the federal enterprise, the following petition has been prepared. We would urge you, at this time, to review the petition and to consider the appropriateness of signing the petition indicating your support for the concerns of the limited English proficient handicapped child.

INVENTORY OF MATERIALS DISPLAYED
AT NCBE/BUENO MATERIALS EXCHANGE
THE THIRD ANNUAL SYMPOSIUM:
EXCEPTIONAL HISPANIC CHILDREN AND YOUTH
June 20-21, 1985

Tori Impink-Hernández, NCBE

To facilitate the sharing of materials developed by local school districts and classroom teachers, the National Clearinghouse for Bilingual Education (NCBE) and the BUENO Center for Multicultural Education held a "Bilingual-ESL Materials Exchange" during the Third Annual Symposium. Participants in the exchange displayed their materials (listed below), including Bilingual and ESL supplements to mainstream curricula, instructional kits, teacher and teacher aide training materials, and research documents. Copies of the materials submitted to NCBE will be included in NCBE's Bilingual Education Bibliographic Abstracts Database (BEBA) and placed in the NCBE Library. It is hoped that such sharing of materials will assist educators in identifying and adapting curricular resources for use in minority language education programs.

Ambert, Alba, and Nancy Dew. (no date). Special Education for Exceptional Bilingual Students: A Handbook for Educators. Milwaukee, WI: Midwest National Origin Desegregation Assistance Center, University of Wisconsin, Milwaukee.

Availability: Evaluation Dissemination and Assessment Center
Dallas Independent School District
3700 Ross Avenue, Box 103
(214) 630-8717

Price: $4.20/each

Baca, Leonard, and Cervantes, Hermes T. (February, 1984). The Bilingual Special Education Interface. University of Colorado, Boulder, Colorado. Denver Public Schools, Denver, Colorado. Times Mirror Mosby, College Publishing Bulletin, St., Louis, Missouri; Scarborough, Ontario.

Availability: The C. V. Mosby Company
11830 Westline Industrial Drive
St. Louis, Missouri 63146
(800) 325-4177

Price: $6.95

The C. V. Mosby Company, Ltd.
120 Melford Drive
Scarborough, Ontario M1B 2X5
(416) 298-1588

Price: $30.00/each

Baca, Leonard (compiler), & Collier, Catherine (editor). (1983). BUENO-MUSEP Bilingual Special Education Annotated Bibliography: Volumes 1-4. Vienna, VA: Counterpoint Handicrafted Books and Other Media.

Availability: Counterpoint and Crafted Books and other Media.
9618 Percussion Way
Vienna, VA 22180
(703) 938-6909

Bender, Jean (compiler). (1984). The Education for All Handicapped Act of 1975. MEMO, No. 9. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Availability: Reprinted in Educating the Minority Language Student: Classroom and Administrative Issues
National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, VA 22209
(703) 522-0710/(800) 336-4560

Price: $5.65

Bergin, Victoria. (1980). Special Education Needs in Bilingual Programs. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Availability: National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, VA 22209
(703) 522-0710/(800) 336-4560

Price: $4.50

Bilingual Special Education Task Force. (1984). Report on the Education of Exceptional Minority Language Students.

Availability: National Clearinghouse for Bilingual Education
1555 Wilson Boulevard, Suite 605
Rosslyn, VA 22209
(703) 522-0710/(800) 336-4560

Price: No Charge

Bridgewater State College. (1985). Bilingual Special Education: Modular Training (Cassette Set). Bridgewater, MA.

Availability: Bilingual Special Education, Room 216
Maxwell Library
Bridgewater State College
Bridgewater, MA 02324
(617) 697-13161

Brizzi, Elsa H. (1982). Developing a Partnership: A Resource Guide for Working with Paraprofessionals. Downey, CA: Office of the Los Angeles County Superintendent of Schools.

Availability: Elsa Brizzi, Project Director
Los Angeles County Office of Education (LACOE)
9300 East Imperial Highway, Room 246
Downey, CA 90242-2890
(213) 922-6756

Price: $4.00/each

Collier, Catherine. (1983). Acculturation and Implications for Culturally and Linguistically Exceptional Children. In Jim Bransford (Ed.), BUENO Center for Multicultural Education Monograph Series, 4(1), 68-102.*

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Delgado, Gilbert L. (Ed.) (1984). The Hispanic Deaf: Issues and Challenges for Bilingual Special Education. Washington, DC: Gallaudet College Press.

Availability: Gallaudet College Press
800 Florida Avenue, N.E.
Washington, DC 20002

Price: $14.95/each

Hakes, Judith A., and Aguilar, Joseph. (no date). Noun Coloring Book, Noun Coloring Book Teaching Manual, Alphabet, Alphabet Flash Cards, Poster Set (materials to prepare American Indian students for the BINL). Bernalillo, NM: Santo Domingo Title VII Program.

Availability: Santo Domingo Title VII Program
Bernalillo Board of Education
P. O. Box 38
Bernalillo, NM 87004
(505) 867-3385

Heffron, Shirley A. (1983). A Secondary TESOL Curriculum Resource Guide: A Supplement to the Ranger Kit. Lakewood, CO: Jefferson County SD R-1

Availability: Jefferson County School District R-1
1209 Quail Street
Lakewood, CO 80226

(This is a supplement to The Ranger Kit: Multimedia Reading Program, produced by Macmillan Press.)

Heffron, S. A. (1983). Korea's People. Lakewood, CO.

Availability: Jefferson County School District R-1
1209 Quail Street
Lakewood, CO 80226

Hoover, John J., and Collier, Catherine. (1985). "Referring Culturally different Children: Sociocultural Considerations". Academic Therapy, 20(4), 503-509

Jefferson County School District R-1. (1984, 1985). Lands and Seas: Volumes 1 and 2.

Availability: TESOL Program
Arvada High School
7951 West 65th Avenue
Arvada, CO 80004
(303) 423-3830

Price: $3.00/each

Kabisch, Cecilia Drummond. (1982). Personalized Instruction in English (PIE). Englewood, CO: Apple Pie Publishing Company.

Availability: Apple Pie Publishing Company
7521 East Costilla Avenue
Englewood, CO 80112

Lynch, Eleanor W. (1981). But I've tried Everything! A Special Educator's Guide to Working with Parents. San Diego, CA.

Availability: Eleanor Lynch, Ph.D.
Department of Special Education
San Diego State University
San Diego, CA 92182
(619) 265-6665 (message)

Lynch, Eleanor W., and Stein, Bob. (1983). No Hablo Español, Pero...: A Special Educator's Guide to Working with Hispanic Families. San Diego, CA.

Availability: Eleanor Lynch, Ph.D.
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(619) 265-6665 (message)

National Clearinghouse for Bilingual Education. (1984). Bilingual Special Education Information Packet. Rosslyn, VA: National Clearinghouse for Bilingual Education.

Availability: National Clearinghouse for Bilingual Education
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EXCEPTIONAL HISPANIC CHILDREN AND YOUTH

Third Annual Symposium
June 20-21, 1985
Holiday Inn-Northglenn
Denver, Colorado

Sponsored by: BUENO Center for Multicultural Education
Council for Exceptional Children
Midwest NODAC

SYMPOSIUM AGENDA

THURSDAY MORNING, June 20, 1985

8:00 am - 9:00 am (Terrace)		**Registration**
9:00 am - 9:10 am (Coronado Room)		**Overview/Introduction** **Rodolfo L. Chávez** **Ofelia Miramontes**
9:10 am - 9:30 am		**Welcome:** **Dean Richard Turner,** **School of Education,** **University of Colorado** **Pat Peterson, Midwest NODAC,** **University of Wisconsin** **Philip Chinn, Council for** **Exceptional Children**
9:30 am - 10:30 am		**Psychological Assessment of Minority Students: Out of Context, Out of Focus, Out of Control** **Presenter: Jim Cummins** **Reactor: Richard Turner** **(Discussion)**
10:30 am - 10:45 am		**BREAK**
10:45 am - 11:45 am		**Formal Assessment Practices in Bilingual Special Education** **Presenter: Larry Maheady** **Reactor: Ernesto Alvarado** **(Discussion)**

FRIDAY MORNING, June 21, 1985 (Coronado Room)

8:30 am	- 9:00 am	Coffee/NCBE Exhibit/Registration
9:00 am	- 9:05 am	Welcome: Ofelia Miramontes Catherine Collier
9:05 am	- 10:00 am	Informal Assessment Practices in Bilingual Special Education Presenter: Pat Peterson Reactor: Lydia Swize (Discussion)
10:00 am	- 10:15 am	BREAK
10:15 am	- 11:15 am	The New England Model for Training Bilingual Special Educators Presenter: Juan Rodríguez Reactor: Julie Artigliere (Discussion)
11:15 am	- 11:45 am	Role of National Task Force on Bilingual Special Education Presenter: Andrés Barona

FRIDAY AFTERNOON, June 21, 1985

11:45 am (Durango/Tijuana)	- 1:00 pm	LUNCHEON Speaker: James R. Yates "An Overview of Research in Bilingual Special Education"
1:00 pm (Coronado Room)	- 2:30 pm	Model Programs in Bilingual Special Education Moderator: Cecilia Kabisch Panel: Alba Ortiz Elva Durán Ofelia Miramontes (Discussion)
2:30 pm	- 3:00 pm	Training Directors of Bilingual Special Education Presenters: Annette Gromfin Elsa Brizzi
3:00 pm	- 3:30 pm	Summary and Future Directions: Philip Chinn Ofelia Miramontes
3:30 pm		Submit Evaluations

THURSDAY AFTERNOON, June 20, 1985

11:45 am - 1:00 pm (Durango/Tijuana)	LUNCHEON BUFFET Speaker: Gerry Schafer Tori Impink-Hernández "Networking and Resources in Bilingual Special Education"
1:00 pm - 2:00 pm (Coronado Room)	Predictive Analysis of Decision-Making with Language Minority Handicapped Children Presenter: Robert Rueda Reactor: Susan Friedman (Discussion)
2:00 pm - 3:00 pm	Research Findings: Testing Mexican Exceptional Children Presenter: Jane Mercer Reactor: Catherine Collier (Discussion)
3:00 pm - 3:15 pm	BREAK
3:15 pm - 4:15 pm	Discussion on Assessment and Summary: Ofelia Miramontes Philip Chinn

[Dinner on your own]

THURSDAY EVENING, June 20, 1985

8:00 pm - 10:00 pm	Social: Cash Bar and Music on the Terrace "Córdova & Córdova"

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EXCEPTIONAL HISPANIC CHILDREN AND YOUTH
JUNE 20-21, 1985

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JUNE 20-21, 1985

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